

New Teacher Efficacy Factors

Literacy Support

How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING: I am well prepared to...

- organize a rich environment for literacy learning.
- use literacy instructional strategies with a variety of texts.
- help students improve their reading skills.
- help students improve their writing skills.

***Reliability = .89**

Liberal Arts

ELSMT 1

Regarding your LIBERAL ARTS BACKGROUND, how much do you agree with each of the following statements: I am well prepared to...

- use knowledge from the liberal arts (such as humanities and science) to enrich my teaching practice.
- communicate effectively in several forms of writing.
- make interdisciplinary connections with my content area.
- model the role of an individual in a free society.
- demonstrate understanding of multiple perspectives and individual differences.
- demonstrate an understanding of responsible citizenship.

Reliability = .88

Learning for ALL

Students

ELSMT 2

How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING: I am well prepared to...

- organize students from different cultures to interact positively with each other.
- plan for students with developmental disabilities or developmental delays.
- challenge gifted and talented students.
- motivate discouraged students for improved academic performance.
- adapt instruction for students learning English as a second language.

How much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...

- use a variety of authentic assessments (e.g. portfolios, performance tasks, anecdotal records).
- modify assessments for students with special needs.
- analyze student work in order to modify my own teaching strategies.

Reliability = .88

Subject Matter

ELSMT 3

How much do you agree with each regarding your KNOWLEDGE OF SUBJECT MATTER: I am well prepared to...

- teach the core concepts of my content major.
- relate classroom learning in my content area(s) to the real world.
- integrate my subject matter with other content areas.
- help students think critically (e.g. analyze, solve problems, make decisions).

Reliability = .85

Managing Learning

ELSMT 4

How much do you agree with each regarding your level of preparation in ORGANIZING THE CLASSROOM ENVIRONMENT: I am well prepared to...

- engage students in cooperative group work.
- lead rich discussions of content.
- provide alternative explanations or examples when students are confused.
- use direct instruction to convey information.
- use all levels of questions in teaching.
- use teaching strategies that relate content to real-world situations.
- choose methods that help students to value learning tasks.
- help students believe they can do well in school tasks.
- identify students' experiences, interests and knowledge in order to establish classroom routines that promote learning.

Reliability = .93

Professional Behavior

ELSMT 5

How much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...

- use a variety of standardized assessments, (eg., state tests, district testing, textbook unit tests, etc.) to guide my decisions about what to teach.

How well do you agree with each regarding your level of preparation in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT: I am well prepared to.

- use state and local student learning standards to assess and improve my teaching.
- behave ethically in the variety of situations I will face as a teacher.
- use professional development opportunities to improve my teaching.

Reliability = .76

Community Resources

ELSMT 6

How much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
communicate information about students' progress to parents and others.

How well do you agree with each regarding your level of preparation in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT: I am well prepared to...
communicate with parents, guardians and families.

collaborate with colleagues on professional issues.

take on service roles in the teaching profession (such as curriculum committees and school improvement teams).

How much do you agree with each regarding your level of preparation to PARTICIPATE IN EXTENDED LEARNING COMMUNITIES: I am well prepared to...
work on a committee of teachers to improve curriculum.

arrange for my students to serve and learn in the community.

participate in teachers' professional organizations and activities.

use school and district resources to teach my students.

Reliability = .90

Technology

ELSMT 7

How well do you agree with each regarding your level of preparation to USE TECHNOLOGY TO MAXIMIZE STUDENT LEARNING: I am well prepared to...
integrate educational technology into my classroom instruction.

practice high ethical standards surrounding the use of technology.

use educational software to bring new learning opportunities into my classroom.

use technology to organize and manage my student records.

support the use of a variety of technology in student work.

support my students' use of technology to demonstrate conceptual understanding.

Reliability = .93

Pedagogy

[Certificate-Specific]

Elementary

Secondary

Special Education

Music, Physical Education,

Art or Library/Media

In ELEMENTARY CERTIFICATION, how much do you agree with the following statements: I am well prepared to...

teach Mathematics.

teach Social Studies.

teach Science.

teach Language Arts.

teach Reading (including oral reading).

teach Writing in a variety of genres.

use instructional strategies that help children with reading comprehension across content areas.

Reliability = .82

In SECONDARY CERTIFICATION, how much do you agree with the following: I am well prepared to...

teach my major content area(s).

teach my minor content area(s).

use instructional strategies that help students with their reading comprehension in my content area(s).

use instructional strategies that help students to write in my content area(s).

Reliability = .79

In SPECIAL EDUCATION, how much do you agree with the following statements: I am well prepared to...

use teaching techniques effective for the identified disability.

use instructional strategies that help students with their reading comprehension across content areas.

use instructional strategies that help students to write.

collaborate with other teachers to meet student learning needs.

Reliability = .77

In MUSIC, PHYSICAL EDUCATION, ART OR LIBRARY/MEDIA, how much do you agree with the following: I am well prepared to...

teach my content area to elementary students.

teach my content area to secondary students.

use instructional strategies that help students with reading comprehension in my content area.

make connections between my content area and other academic content.

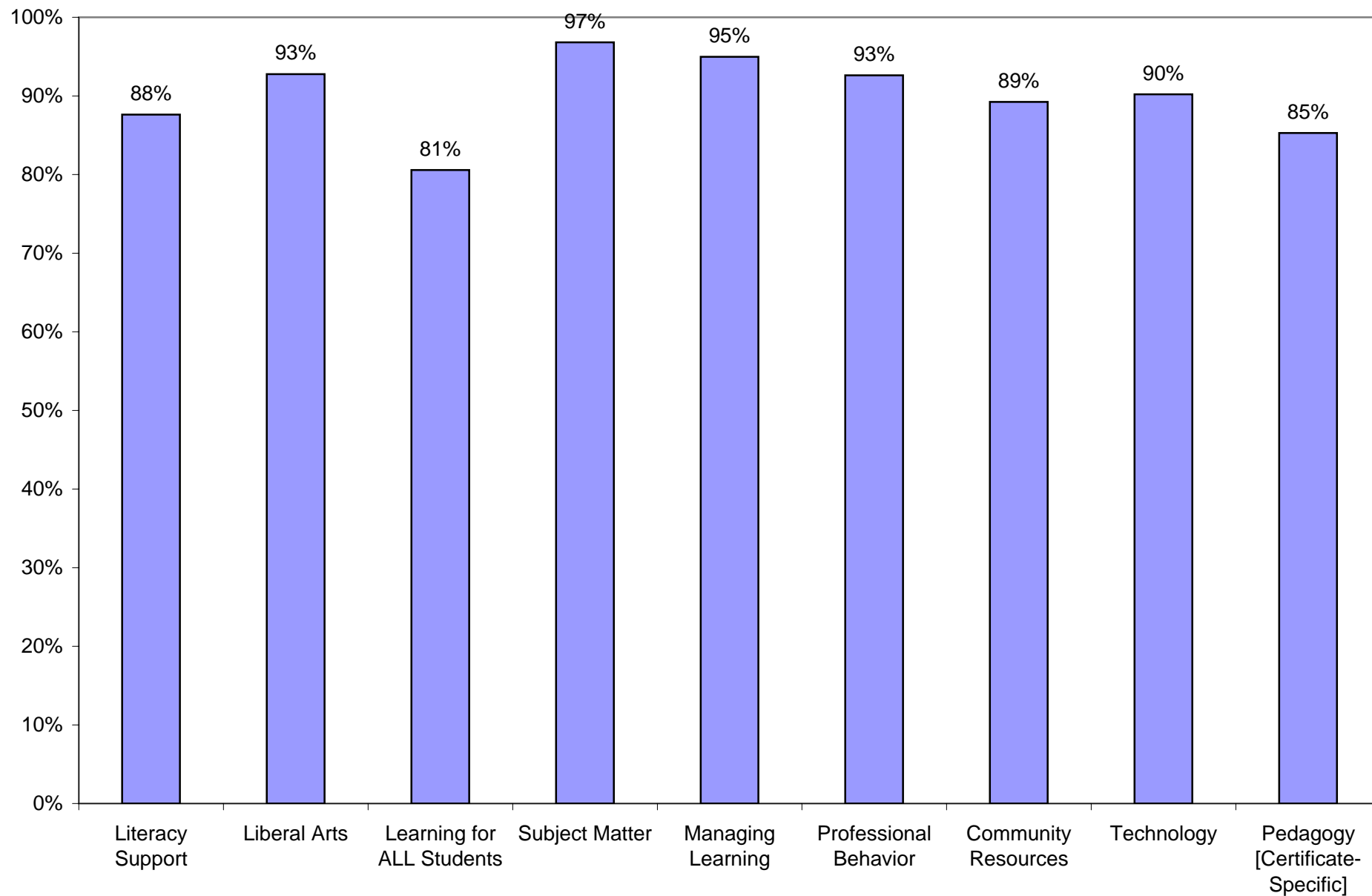
Reliability = .67

***Reliability = For each factor, the measure of reliability used is Cronbach Alpha, which identifies the internal consistency of the factor.**

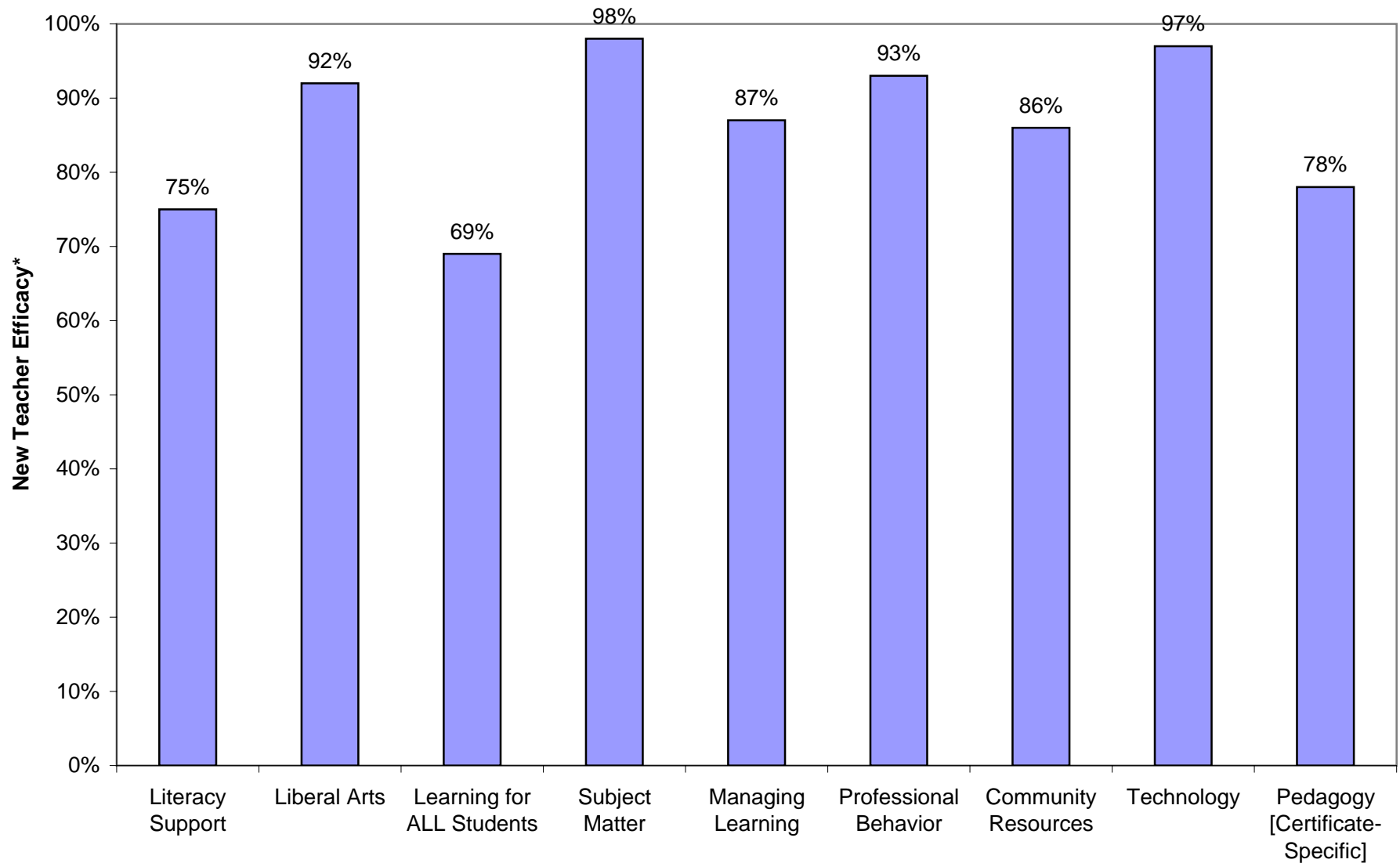
State Teacher Exit Survey Score

Fall 05/Spring 06

N = 6306 Institution-reported survey respondents

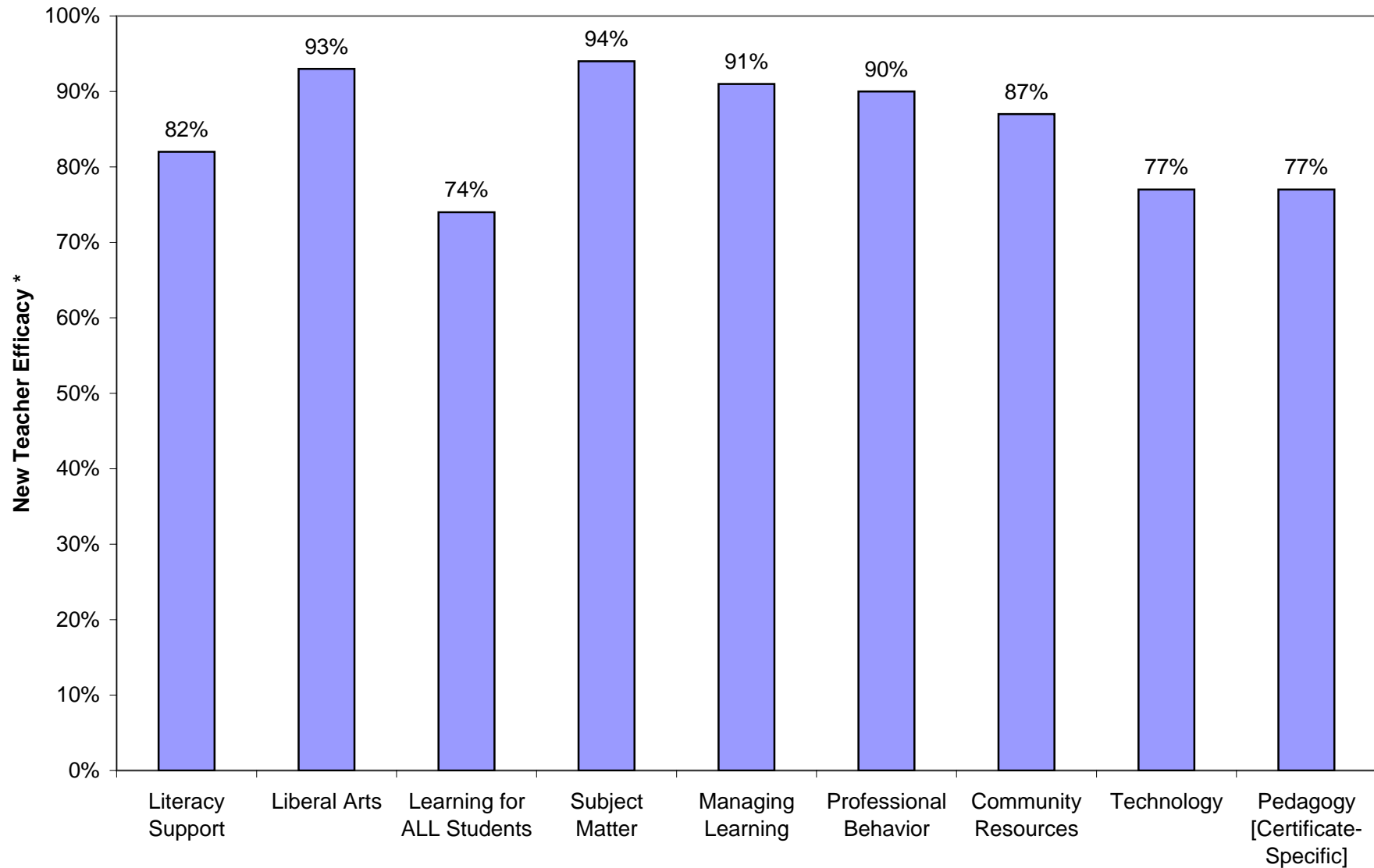


Adrian College
Efficacy Reported by Exiting Student Teachers
N = 19 Institution-reported survey respondents



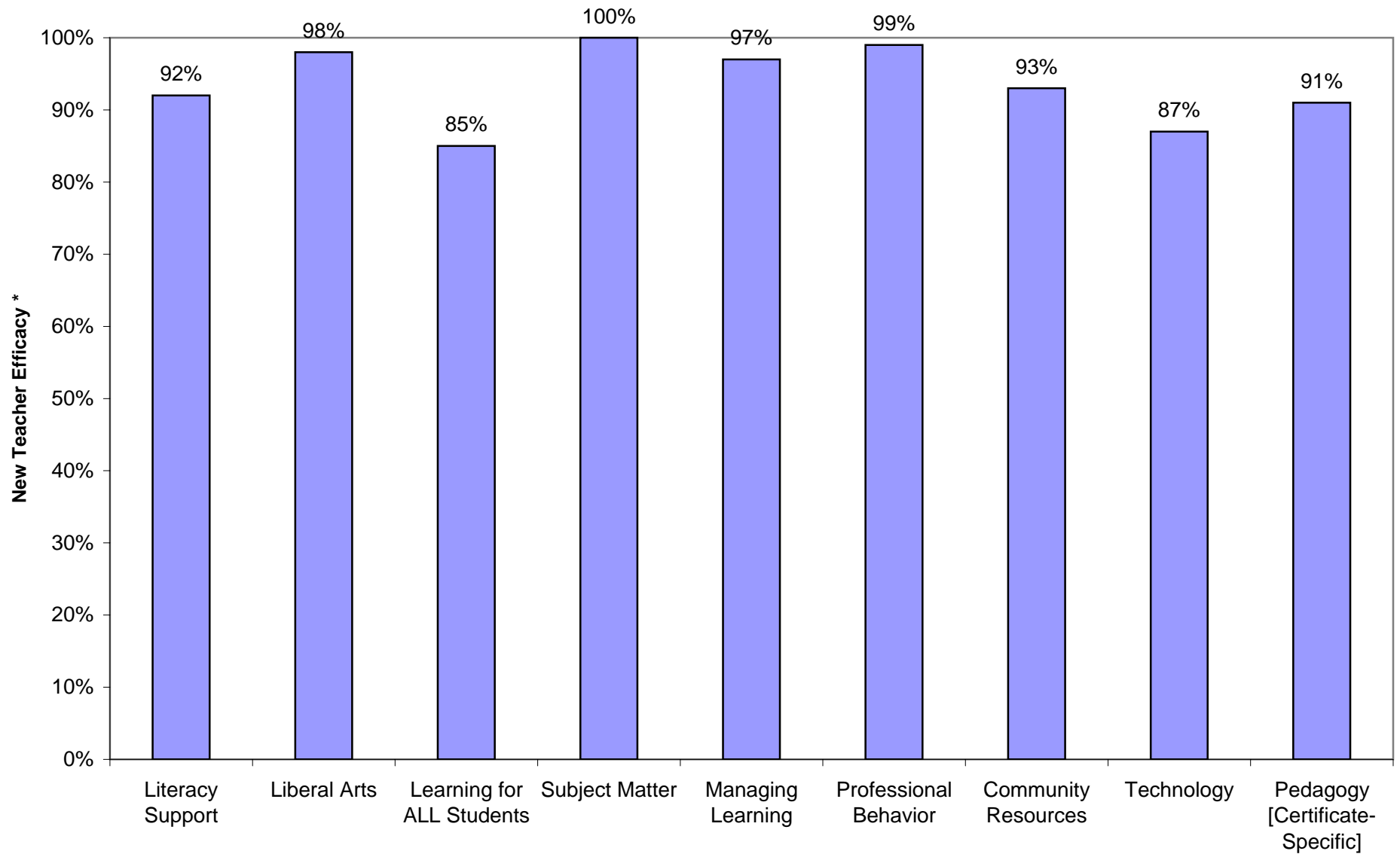
*Percentage of survey respondents who reported that they were well-prepared in the program elements

Albion College
Efficacy reported by exiting student teachers
N=50 Institution-reported survey respondents



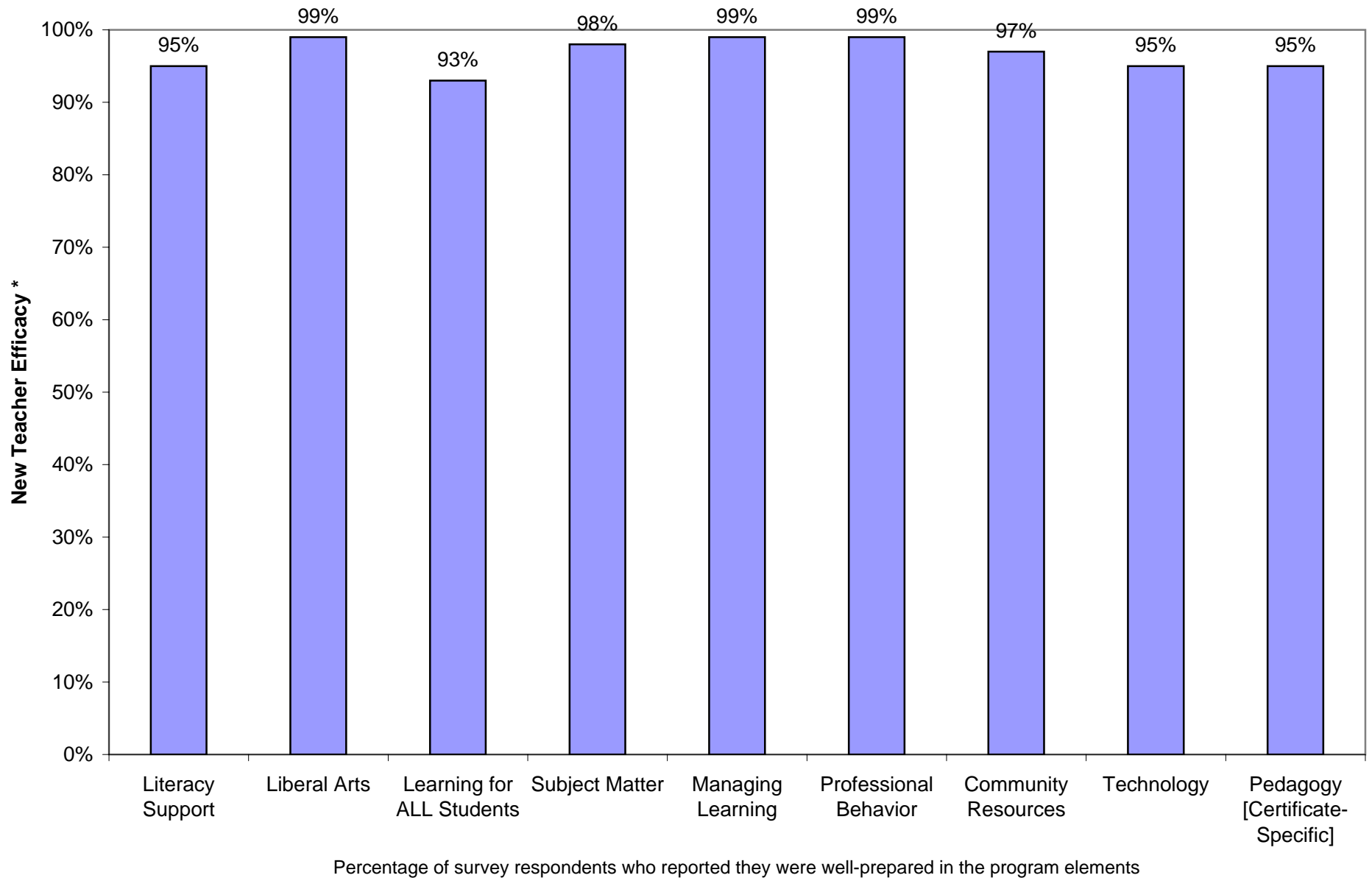
*Percentage of survey respondents who reported that they were well-prepared in the program elements

Alma College
Efficacy reported by Exiting Student Teachers
N = 57 Institution-reported survey respondents

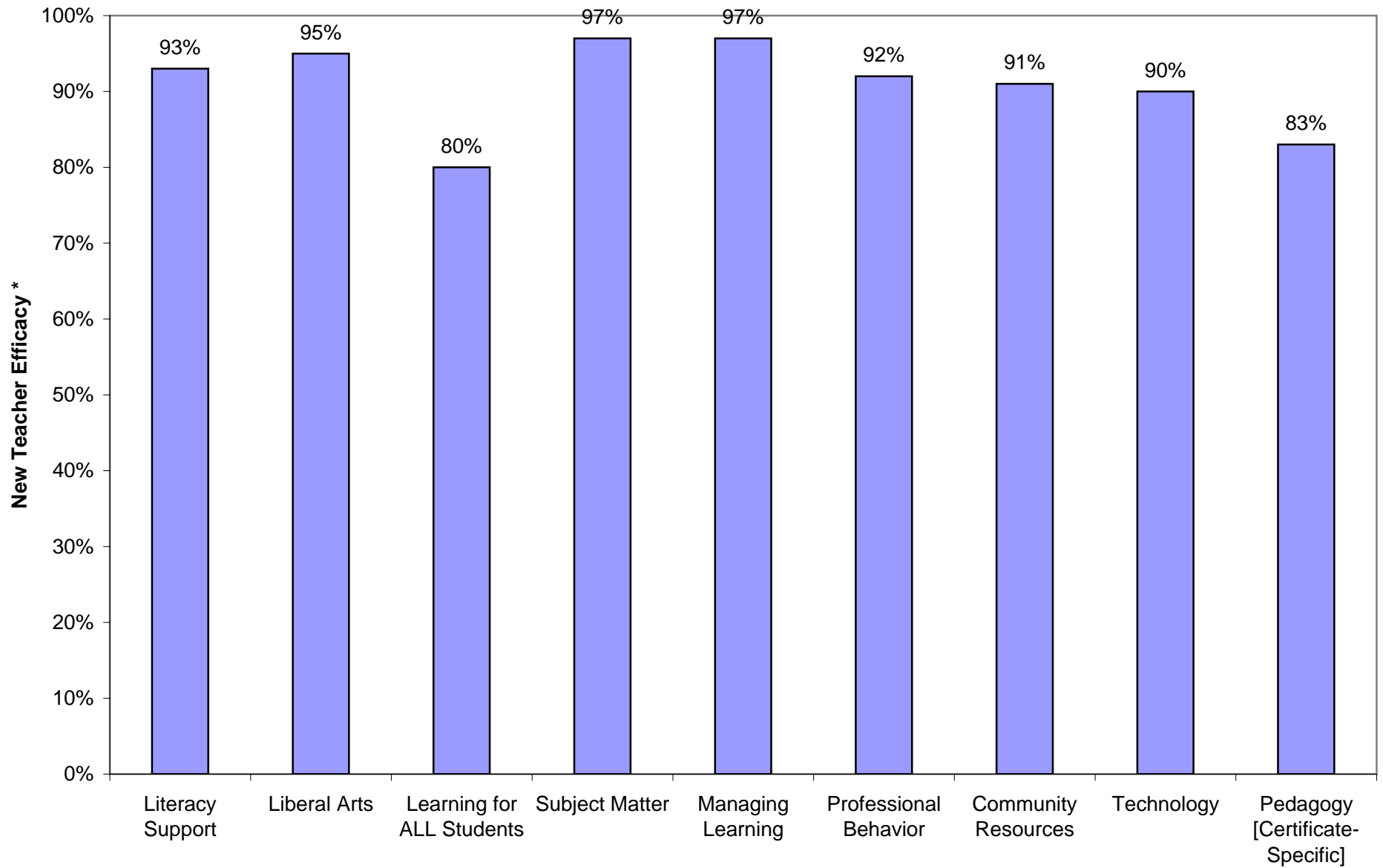


*Percentage of survey respondents who reported they were well-prepared in the program elements

Andrews University
Efficacy of Exiting Student Teachers
N = 32 Institution-reported survey respondents

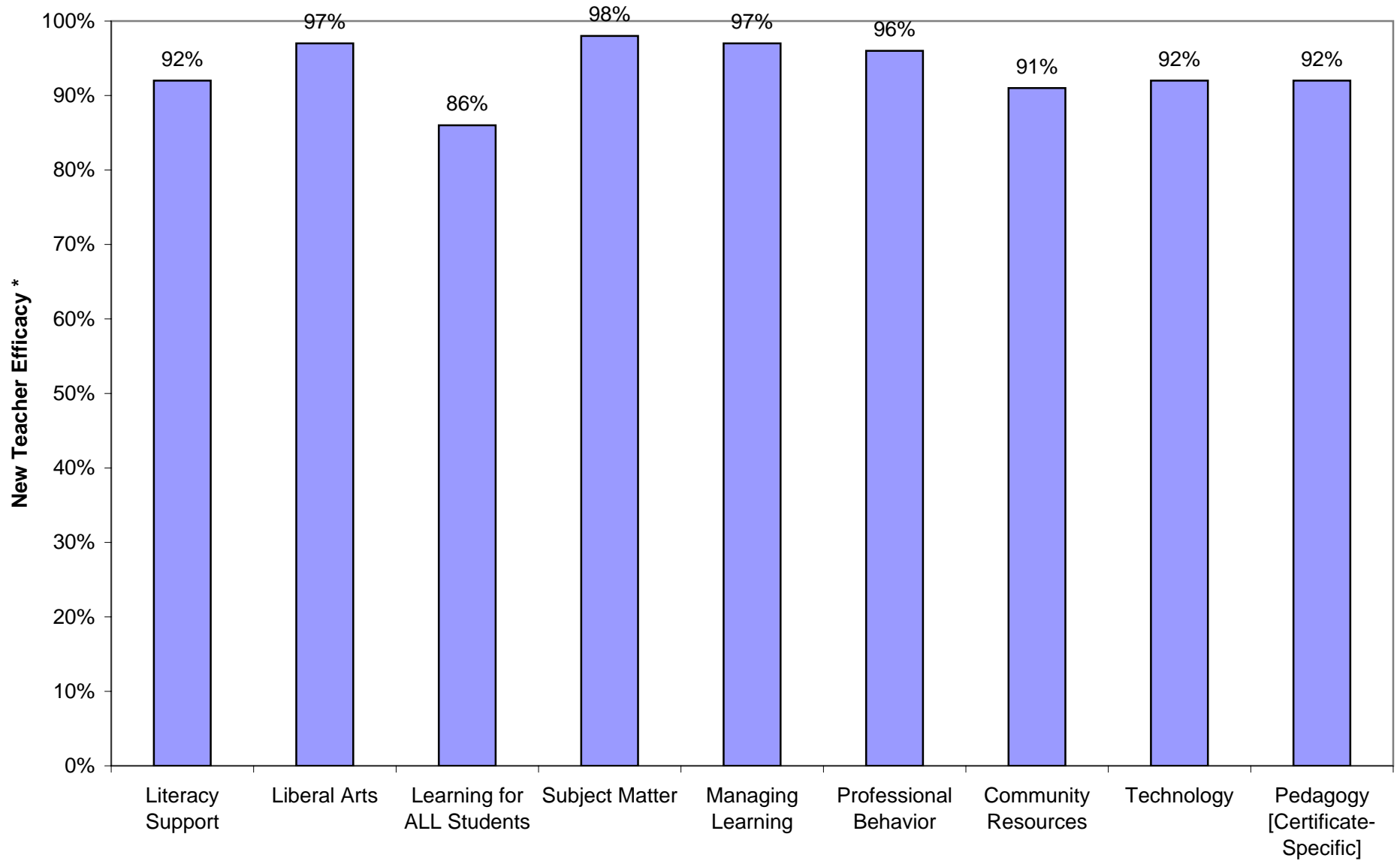


Aquinas College
Efficacy of Exiting Student Teachers
N = 171 Institution-reported survey respondents



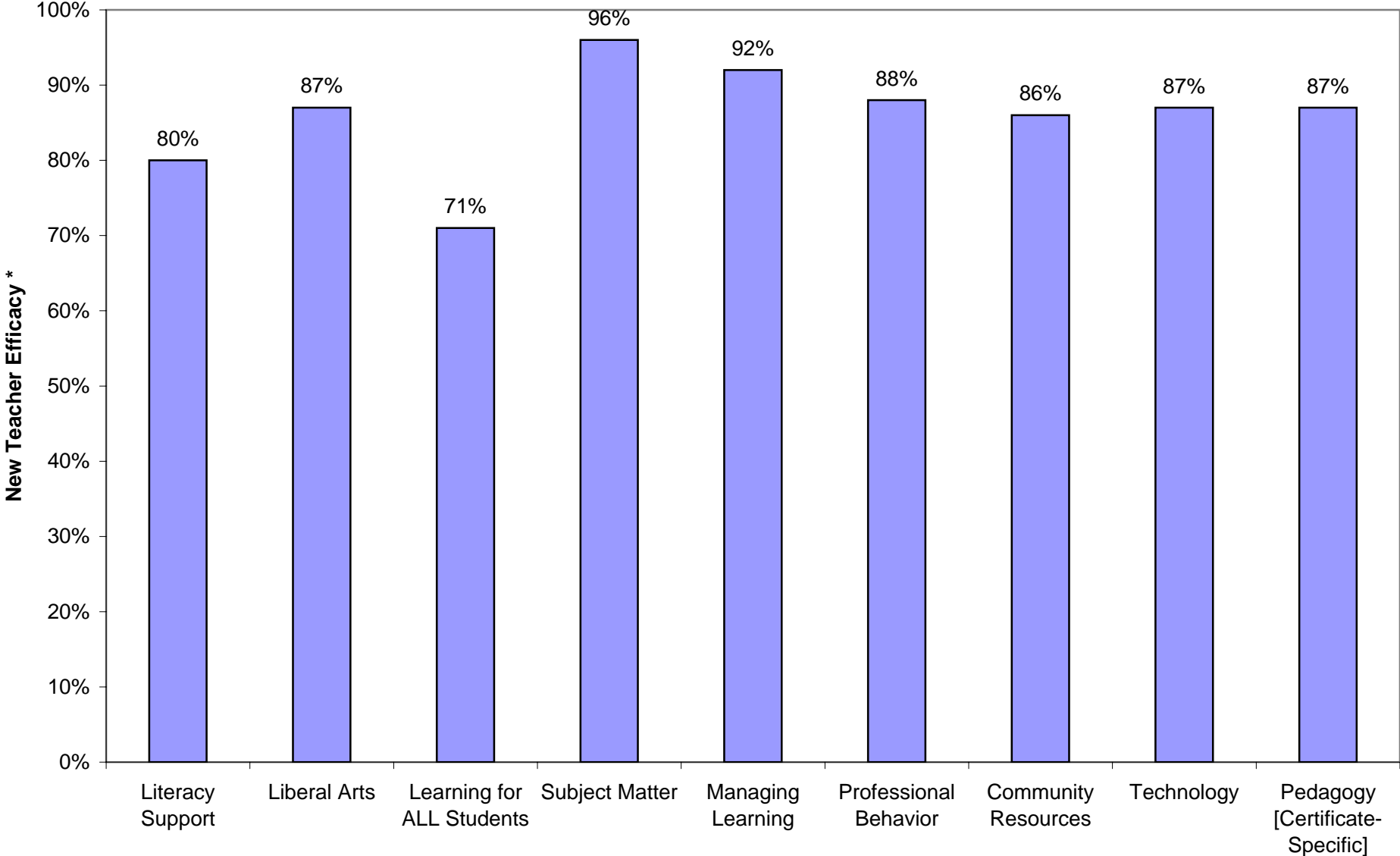
* Percentage of survey respondents who reported they were well-prepared in the program elements

Calvin College
Efficacy reported by Exiting Student Teachers
N = 164 Institution-reported survey respondents



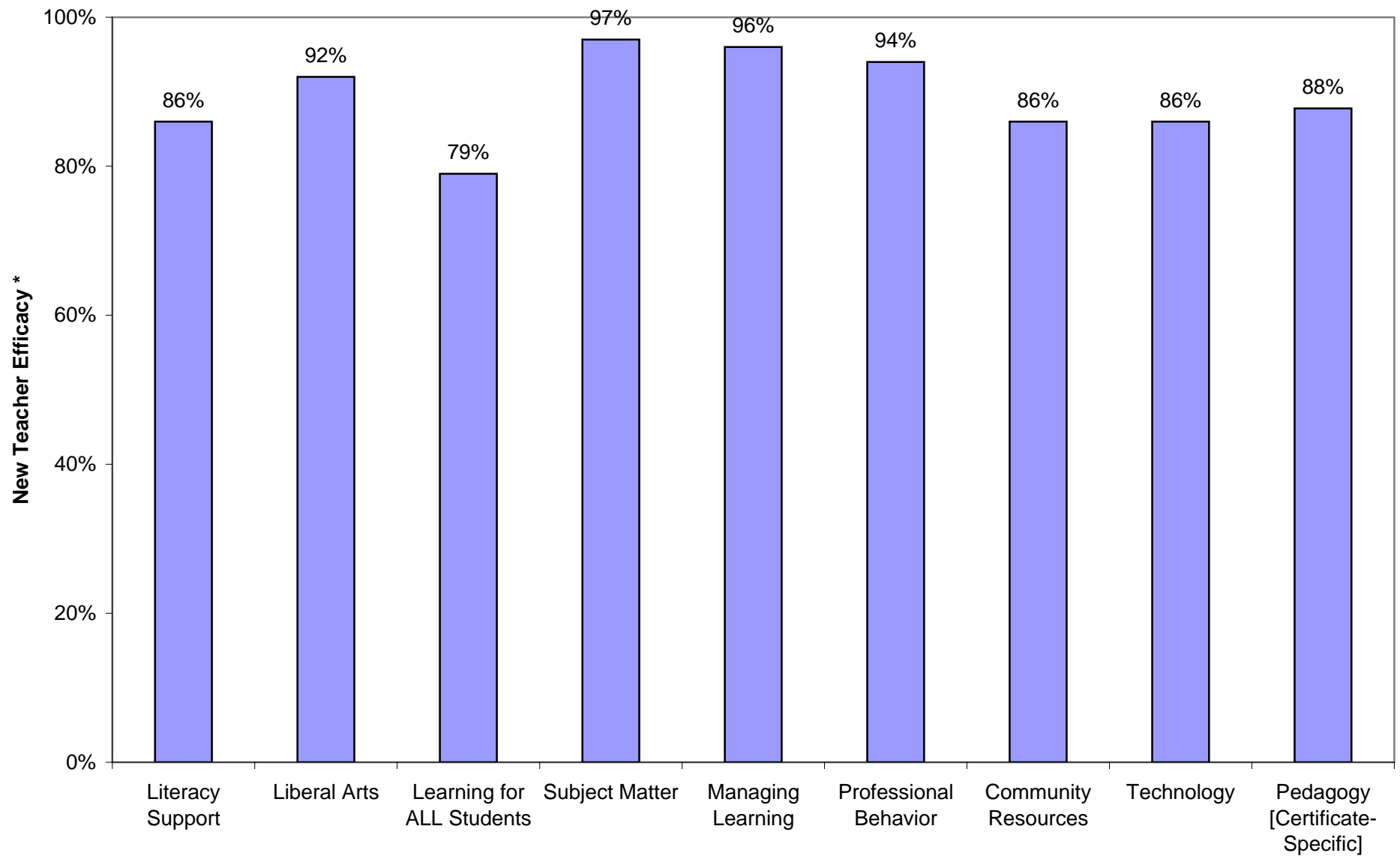
* Percentage of survey respondents who reported they were well-prepared in the program elements

Central Michigan University
Efficacy reported by Exiting Student Teachers
N = 640 Institution-reported survey respondents



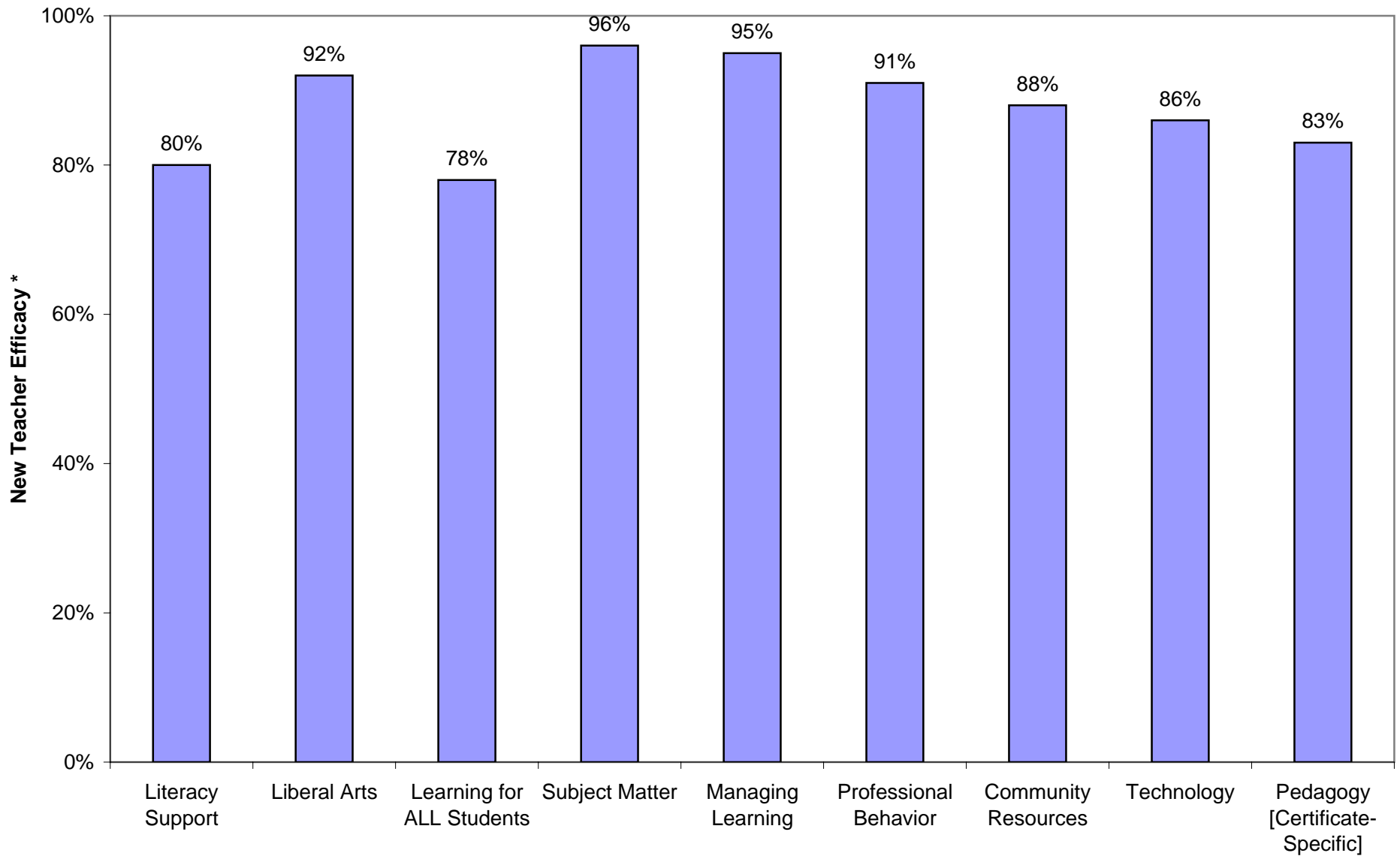
* Percentage of survey respondents who reported they were well-prepared in the program elements

Concordia University
Efficacy reported by Exiting Student Teachers
N = 49 Institution-reported survey respondents



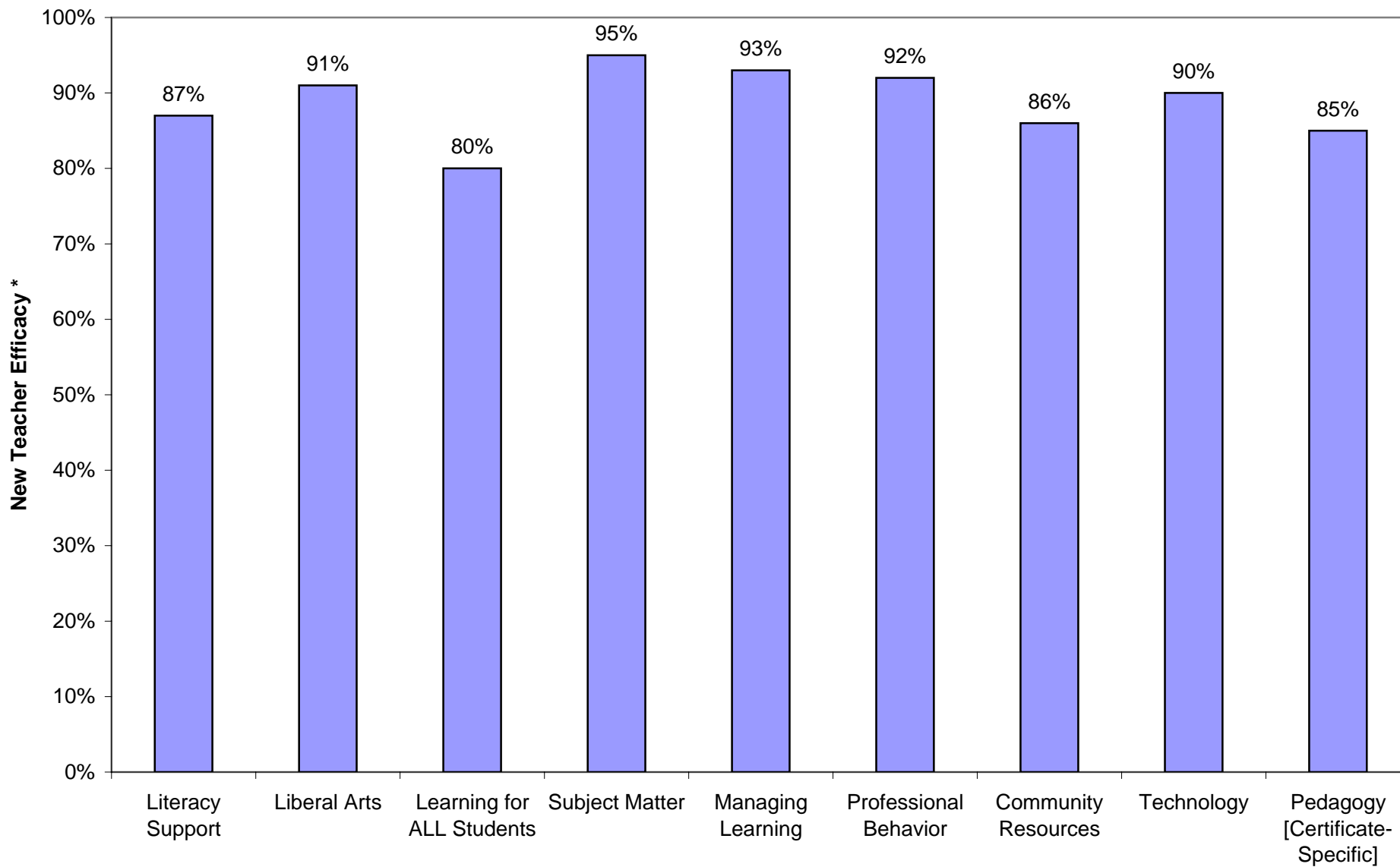
* Percentage of survey respondents who reported they were well-prepared in the program elements

Cornerstone University
Efficacy reported by Exiting Student Teachers
N = 81 Institution-reported survey respondents



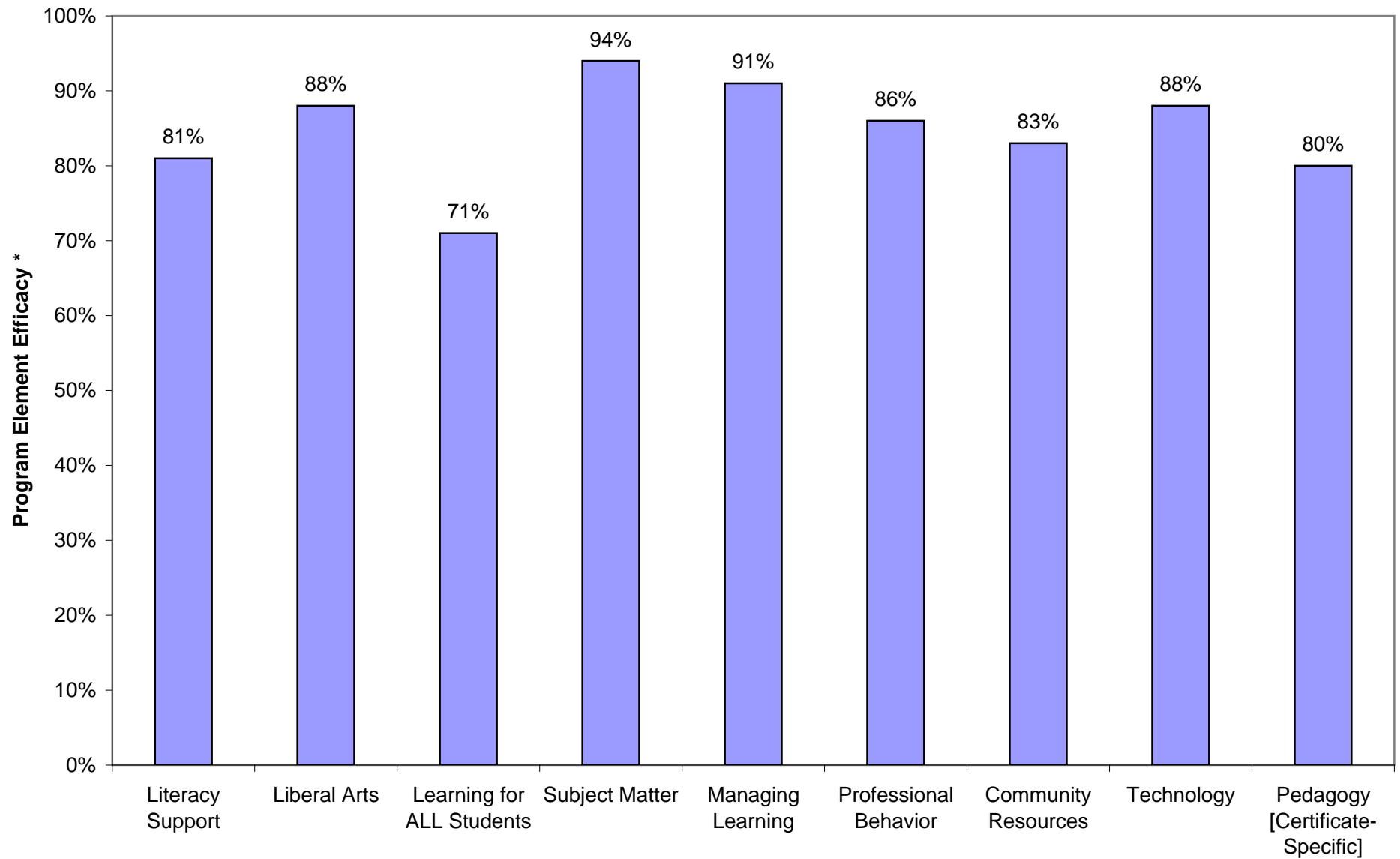
* Percentage of survey respondents who reported they were well-prepared in the program elements

Eastern Michigan University
Efficacy reported by Exiting Student Teachers
N = 494 Institution-reported survey respondents



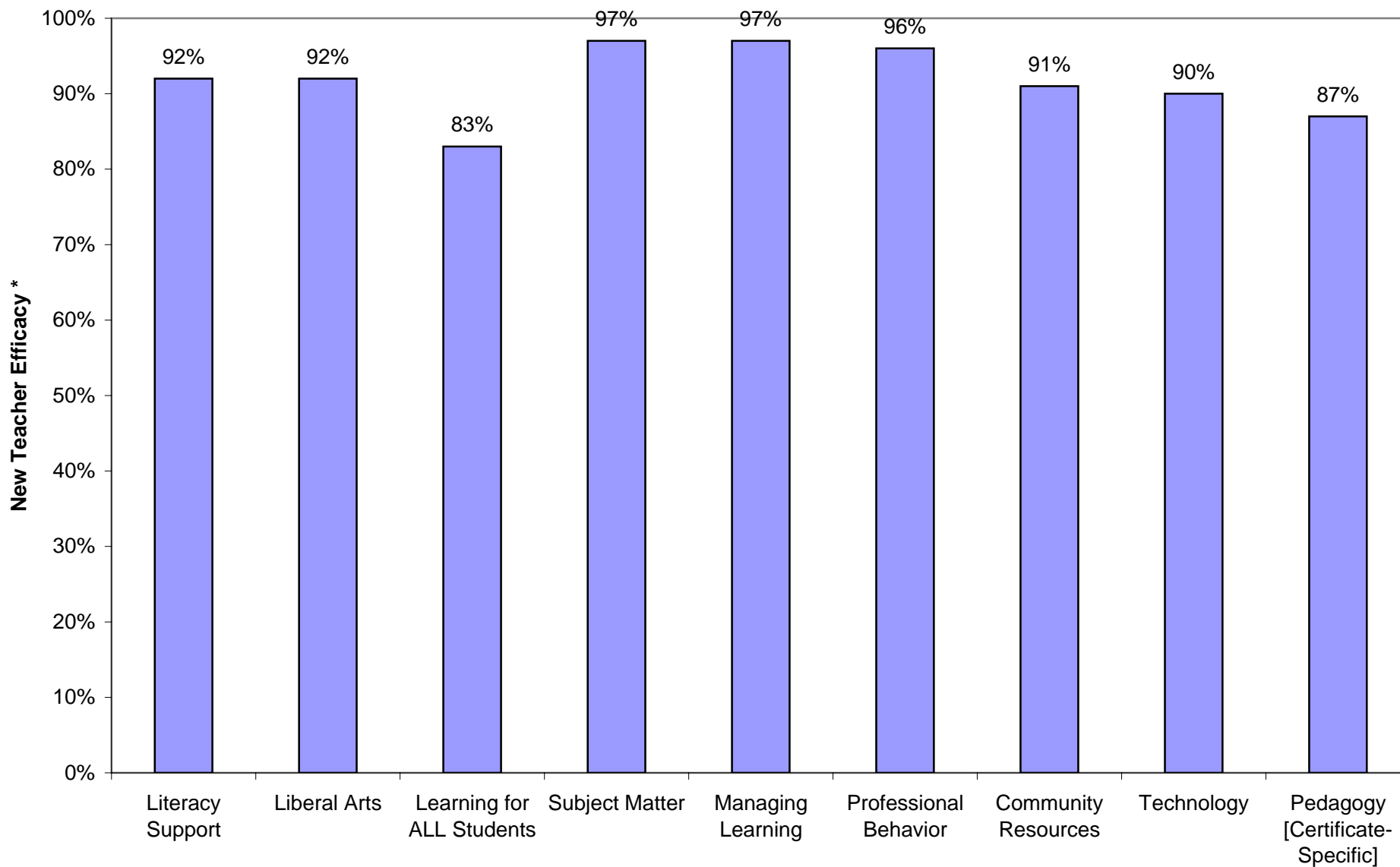
* Percentage of survey respondents who reported they were well-prepared in the program elements

Ferris State University
Efficacy reported by Exiting Student Teachers
N = 213 Institution-reported survey respondents



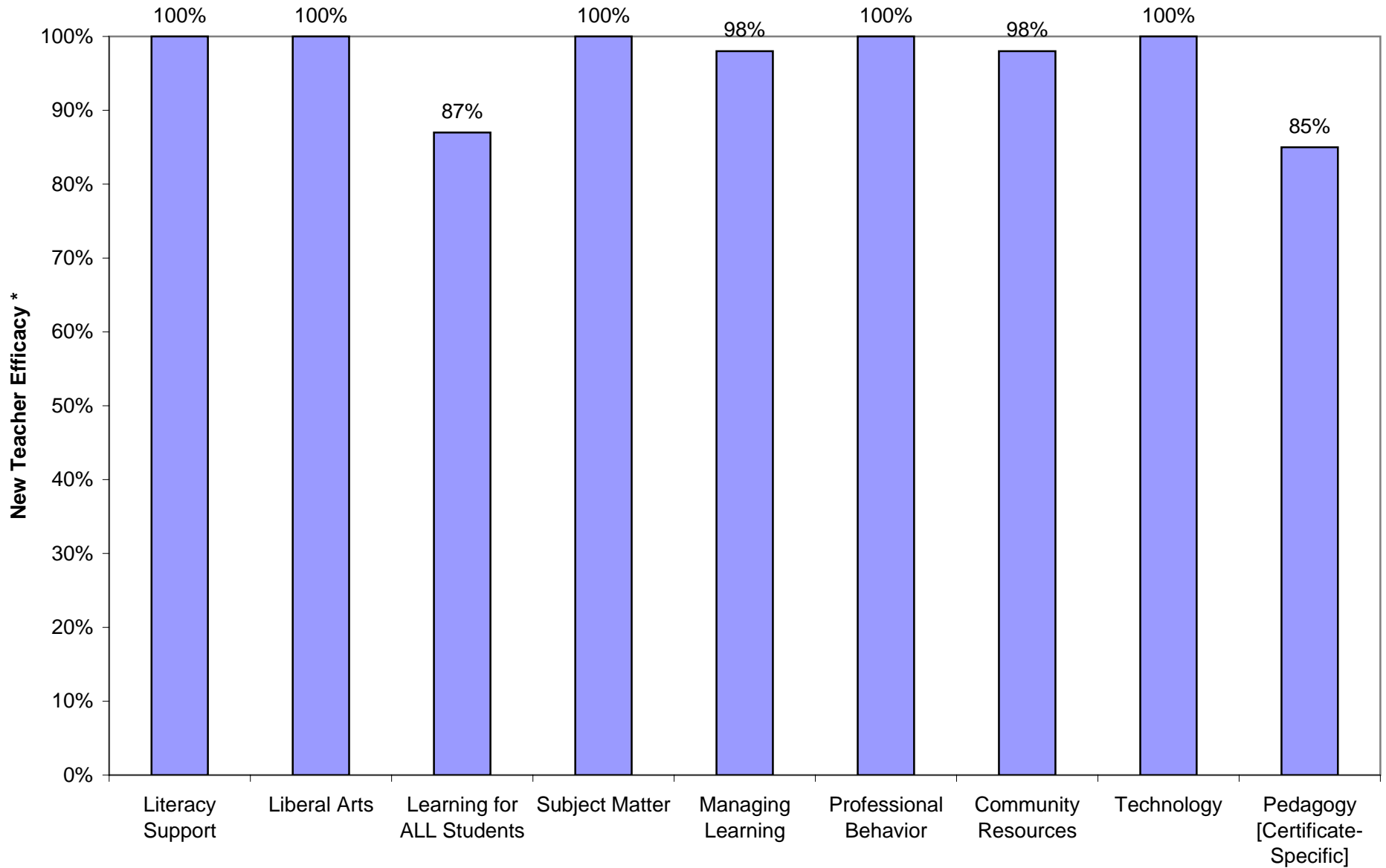
* Percentage of survey respondents who reported they were well-prepared in the program elements

Grand Valley State University
Efficacy reported by Exiting Student Teachers
N = 421 Institution-reported survey respondents



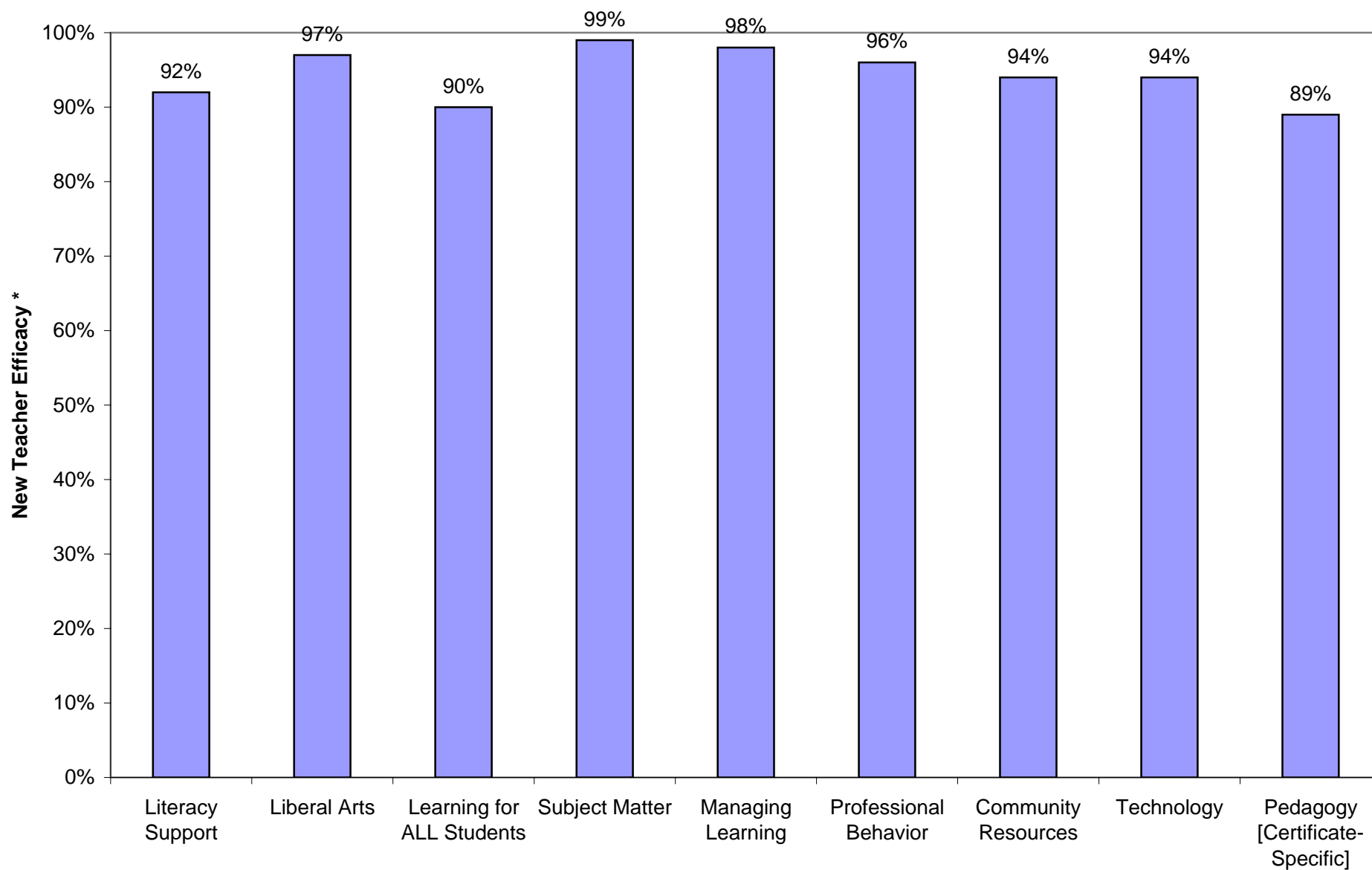
* Percentage of survey respondents who reported they were well-prepared in the program elements

Hillsdale College
Efficacy reported by Exiting Student Teachers
N = 5 Institution-reported survey respondents



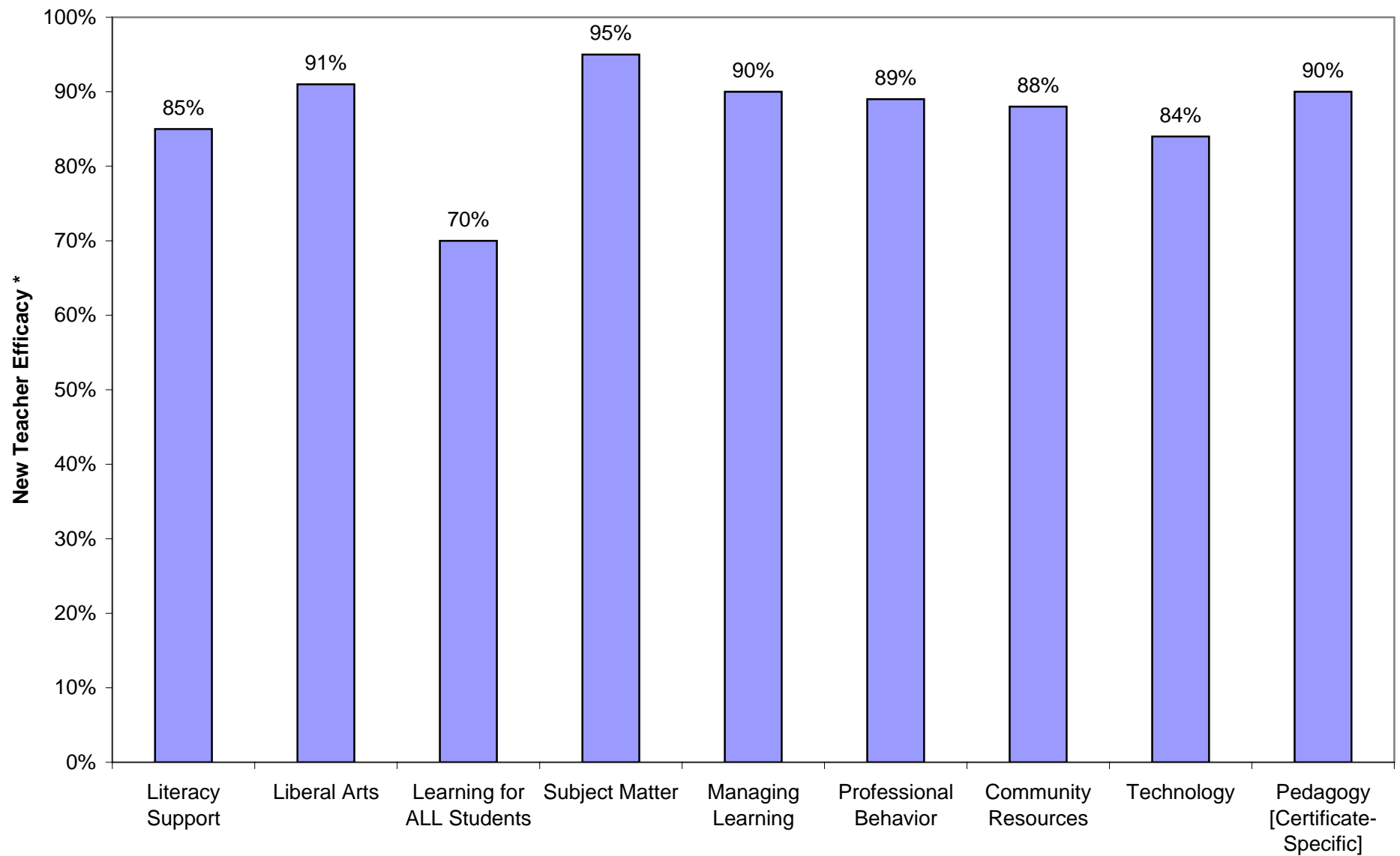
* Percentage of survey respondents who reported they were well-prepared in the program elements

Hope College
Efficacy reported by Exiting Student Teachers
N = 197 Institution-reported survey respondents



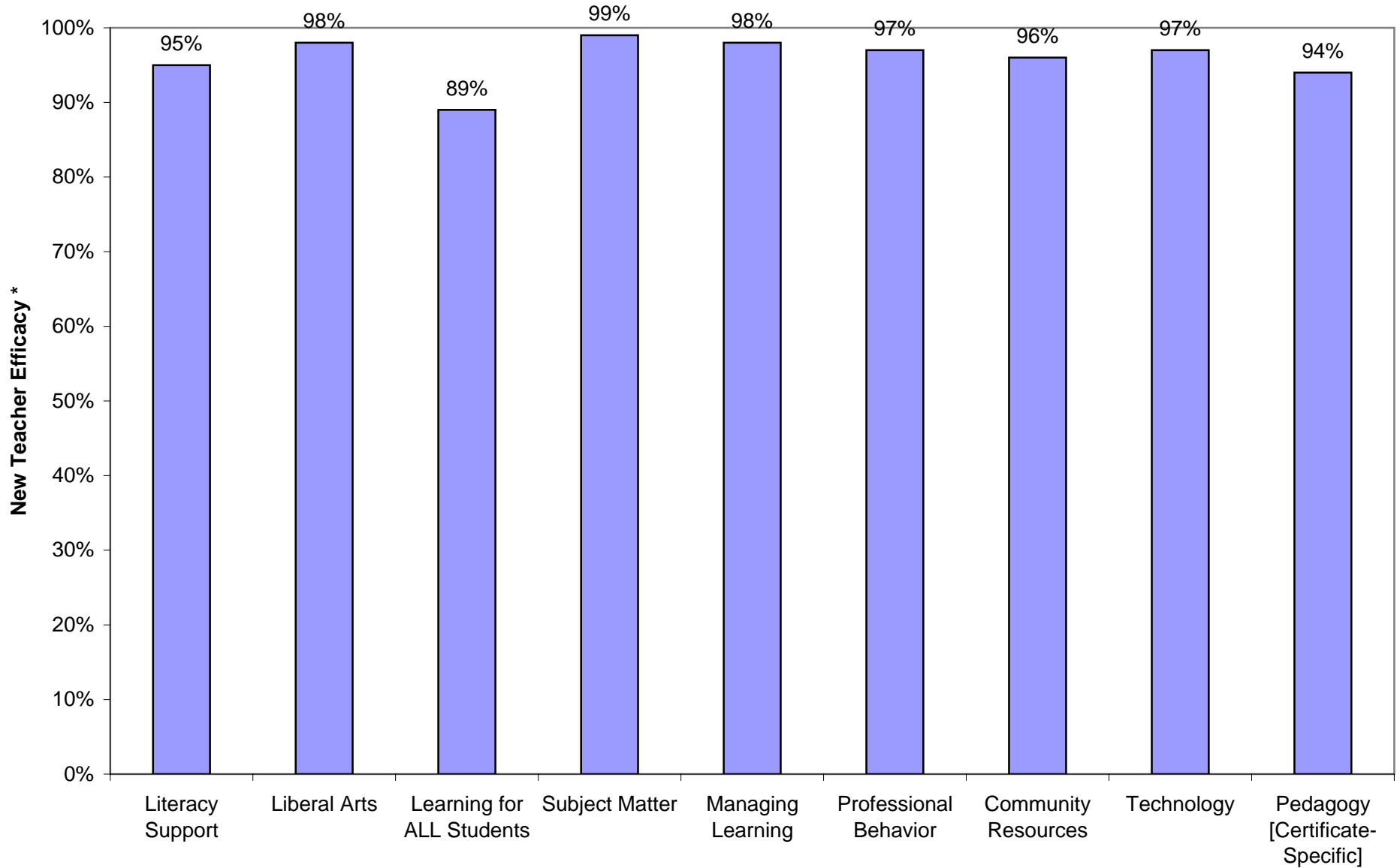
* Percentage of survey respondents who reported they were well-prepared in the program elements

Lake Superior State University
Efficacy reported by Exiting Student Teachers
N = 52 Institution-reported survey respondents



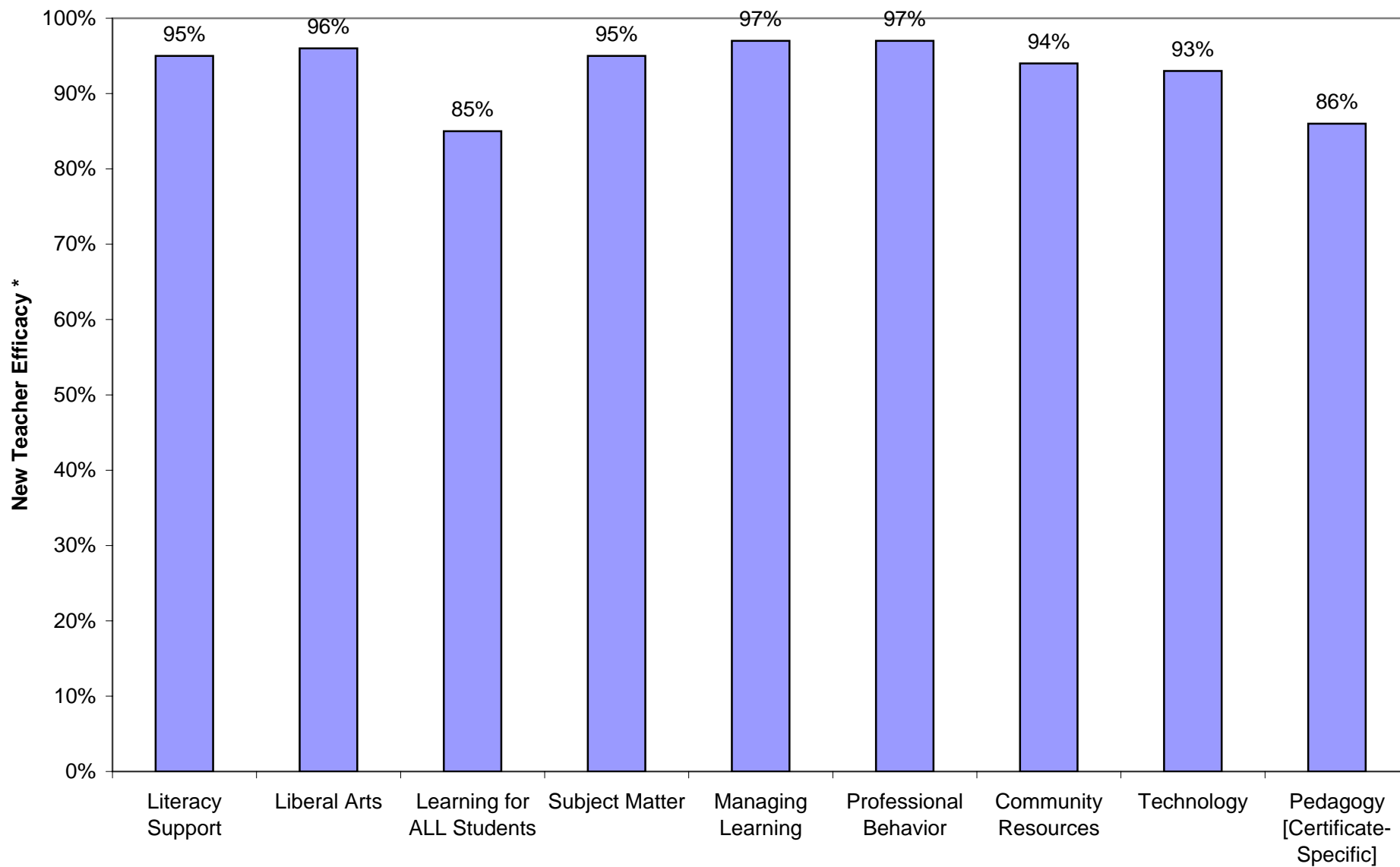
* Percentage of survey respondents who reported they were well-prepared in the program elements

Madonna University
Efficacy reported by Exiting Student Teachers
N = 93 Institution-reported survey respondents



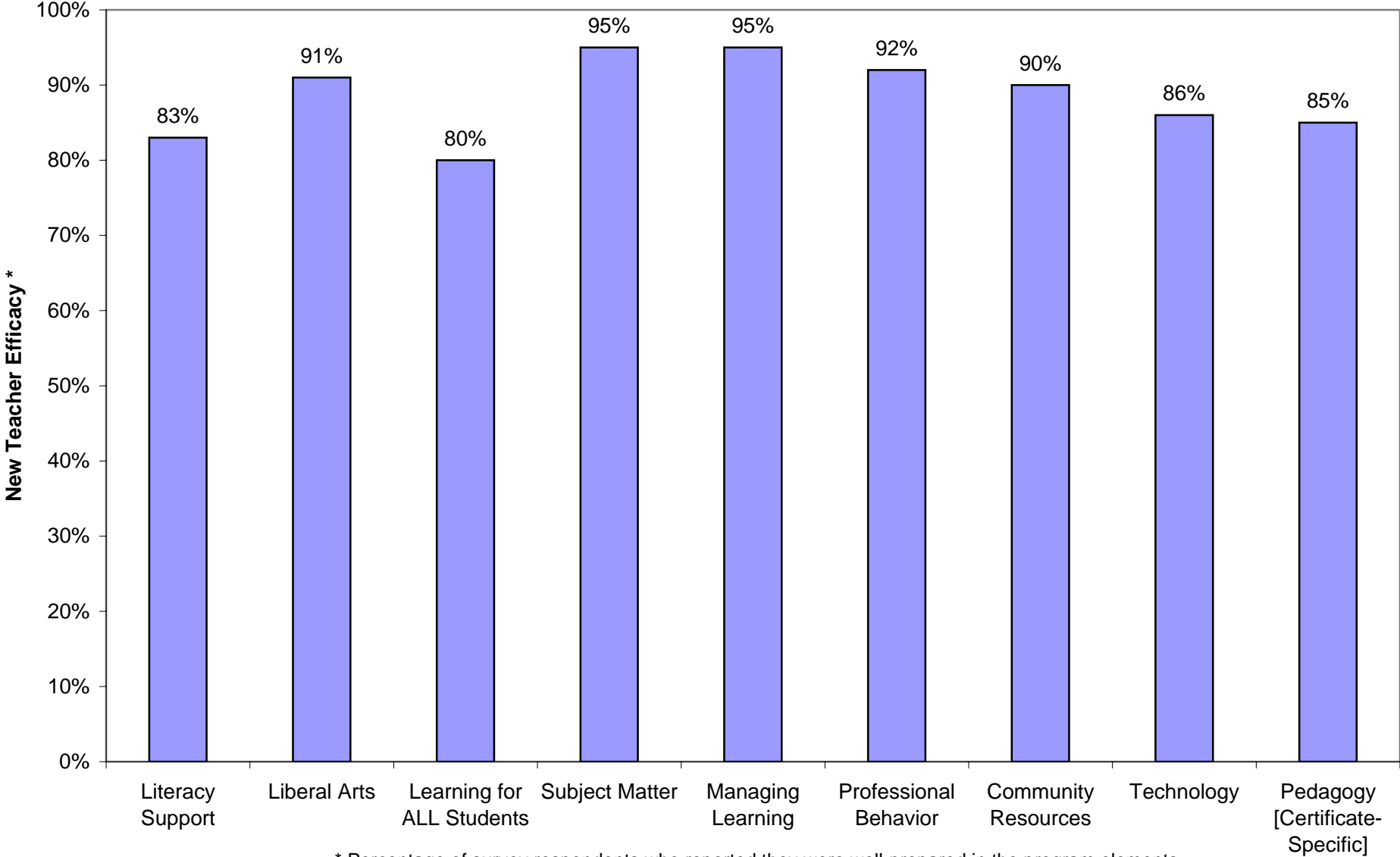
* Percentage of survey respondents who reported they were well-prepared in the program elements

Marygrove College
Efficacy reported by Exiting Student Teachers
N = 98 Institution-reported survey respondents



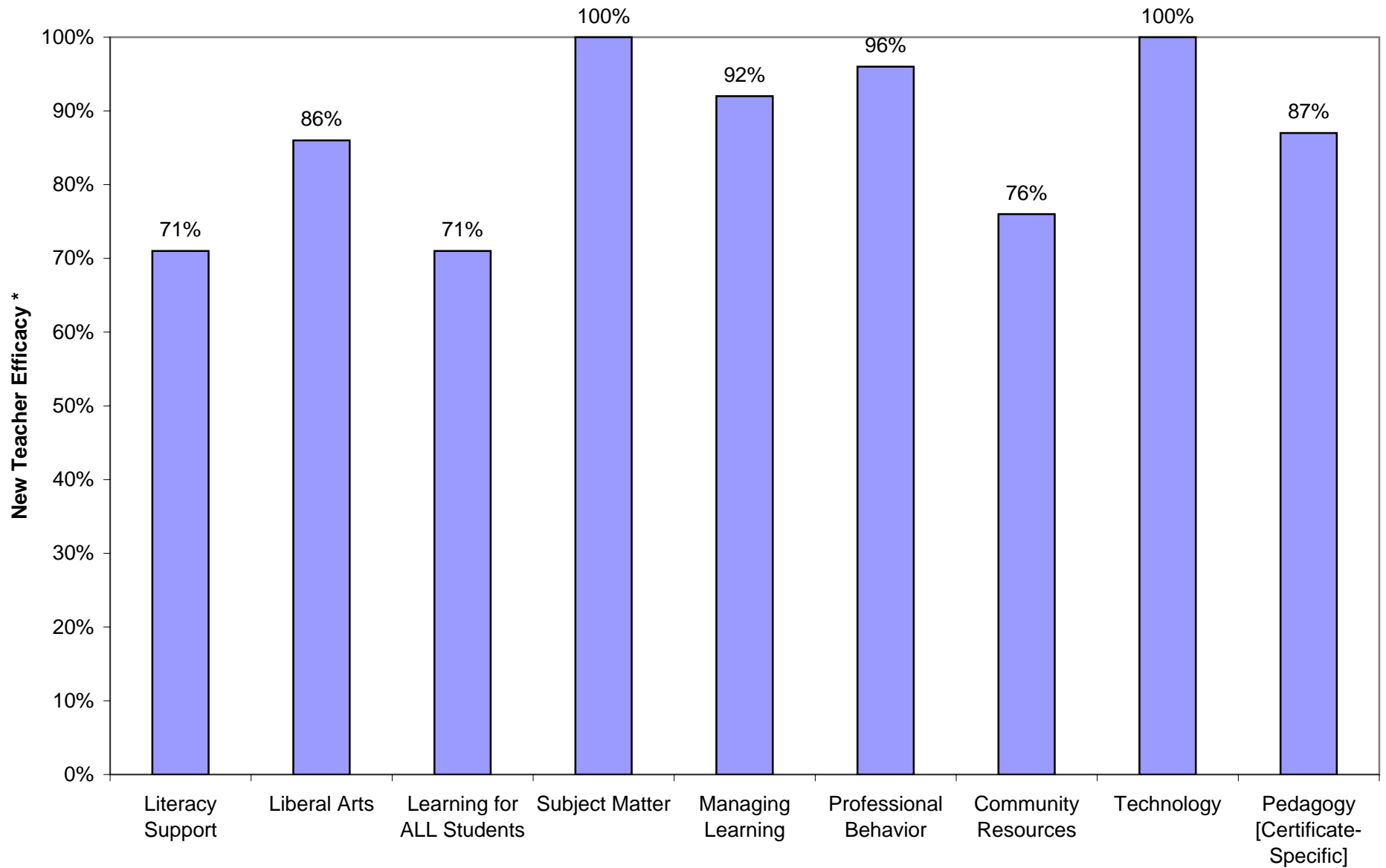
* Percentage of survey respondents who reported they were well-prepared in the program elements

Michigan State University
Efficacy reported by Exiting Student Teachers
N = 488 Institution-reported survey respondents



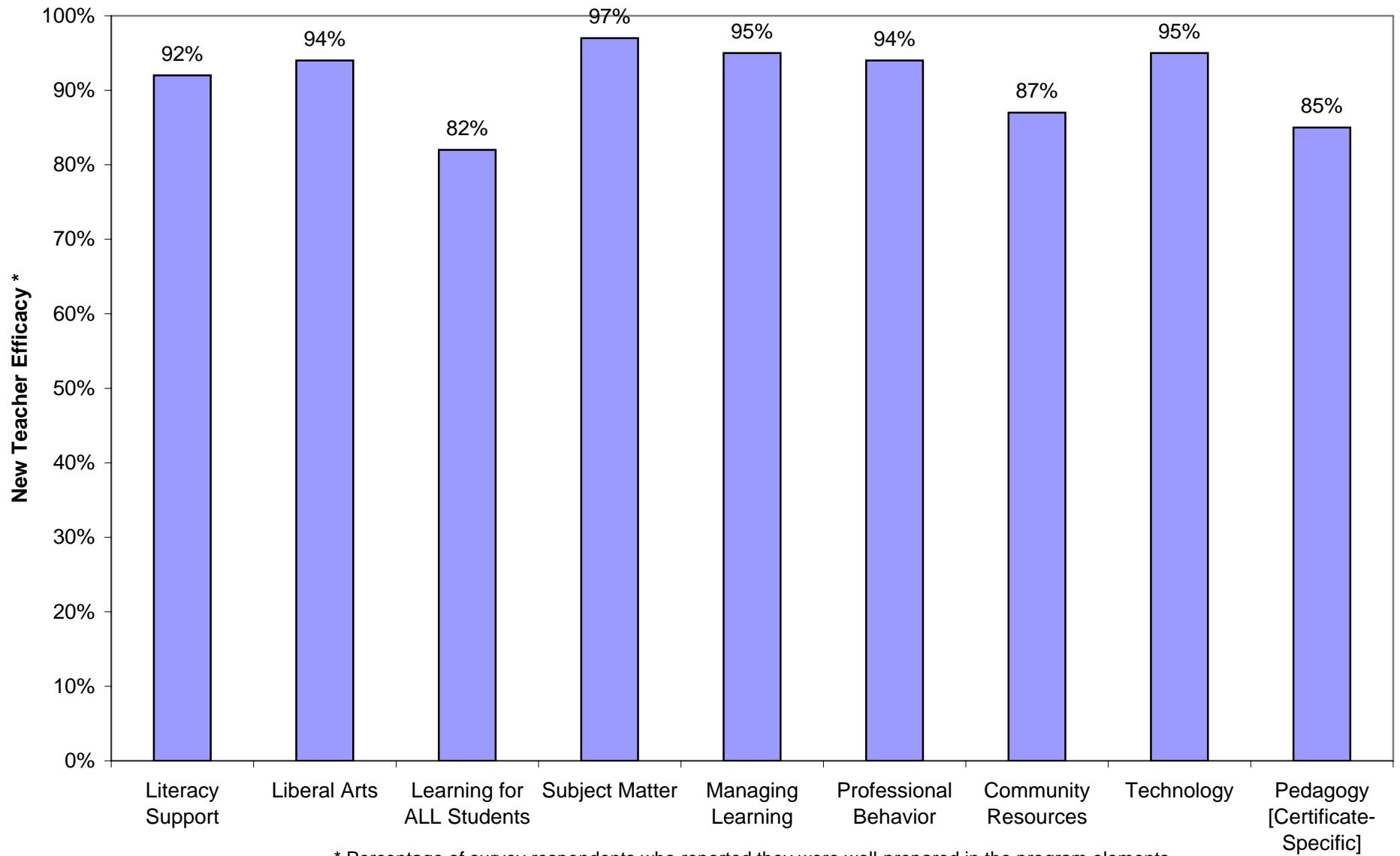
* Percentage of survey respondents who reported they were well-prepared in the program elements

Michigan Technological University
Efficacy reported by Exiting Student Teachers
N = 14 Institution-reported survey respondents



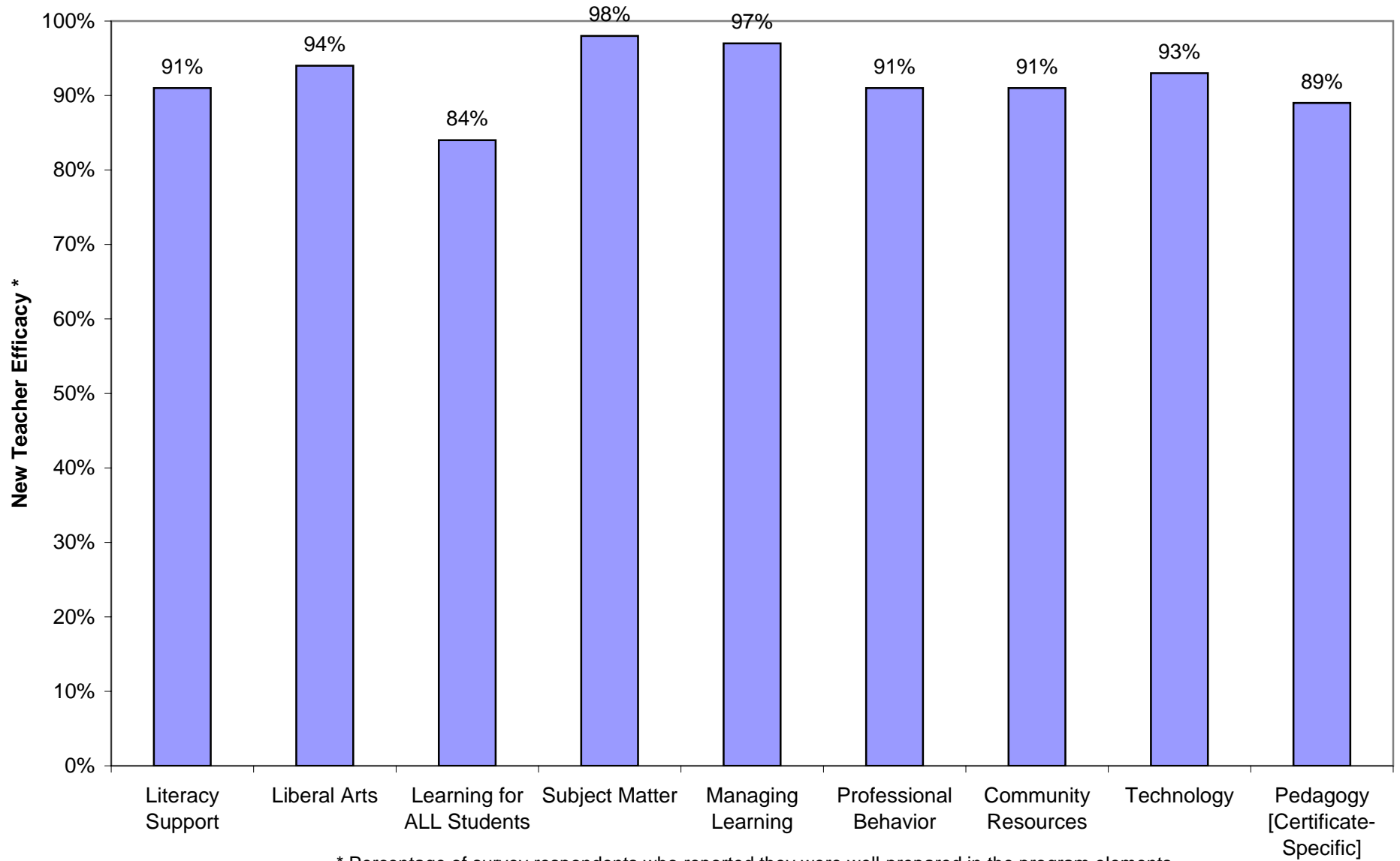
* Percentage of survey respondents who reported they were well-prepared in the program elements

Northern Michigan University
Efficacy reported by Exiting Student Teachers
N = 130 Institution-reported survey respondents



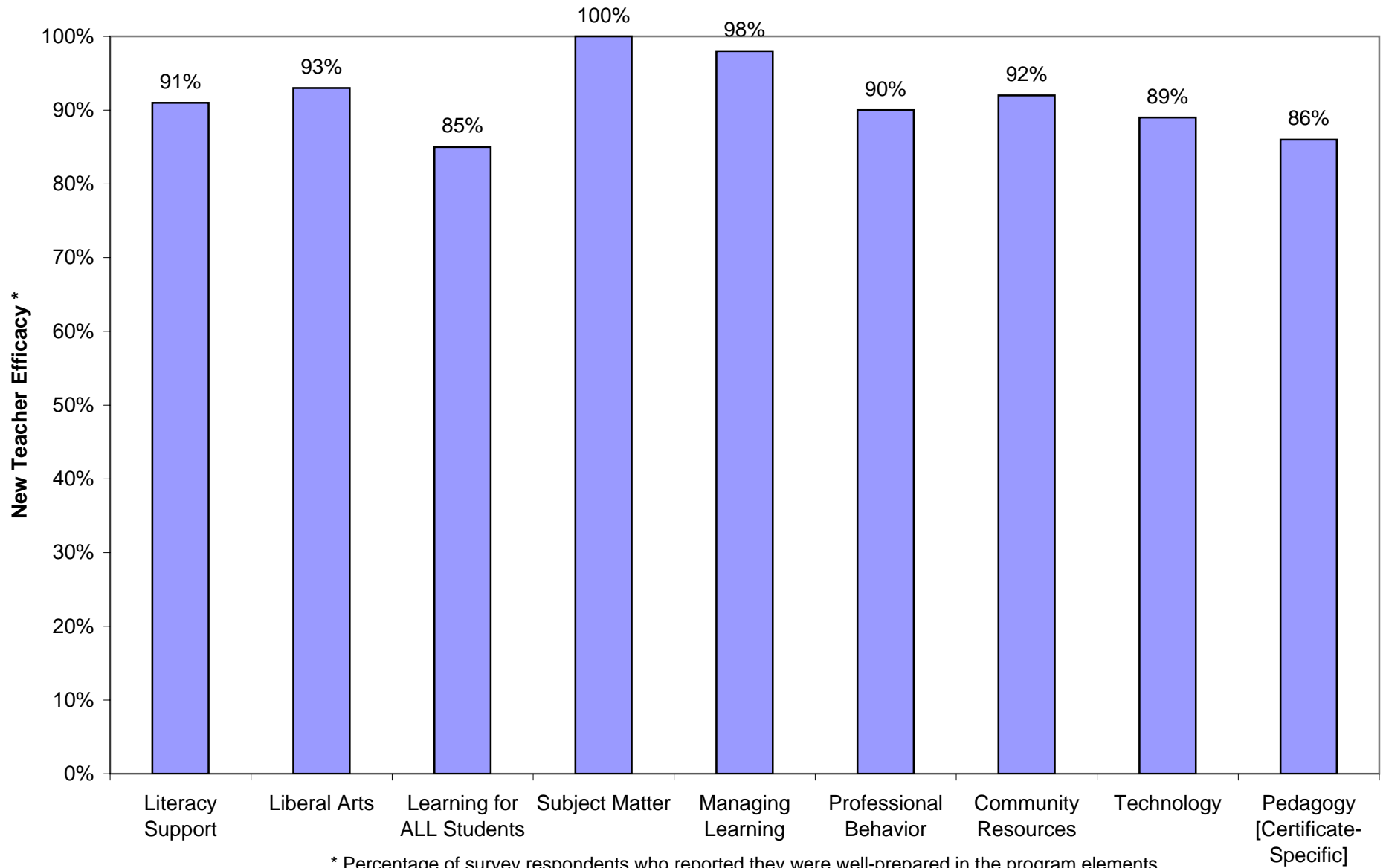
* Percentage of survey respondents who reported they were well-prepared in the program elements

Oakland University
Efficacy reported by Exiting Student Teachers
N = 383 Institution-reported survey respondents

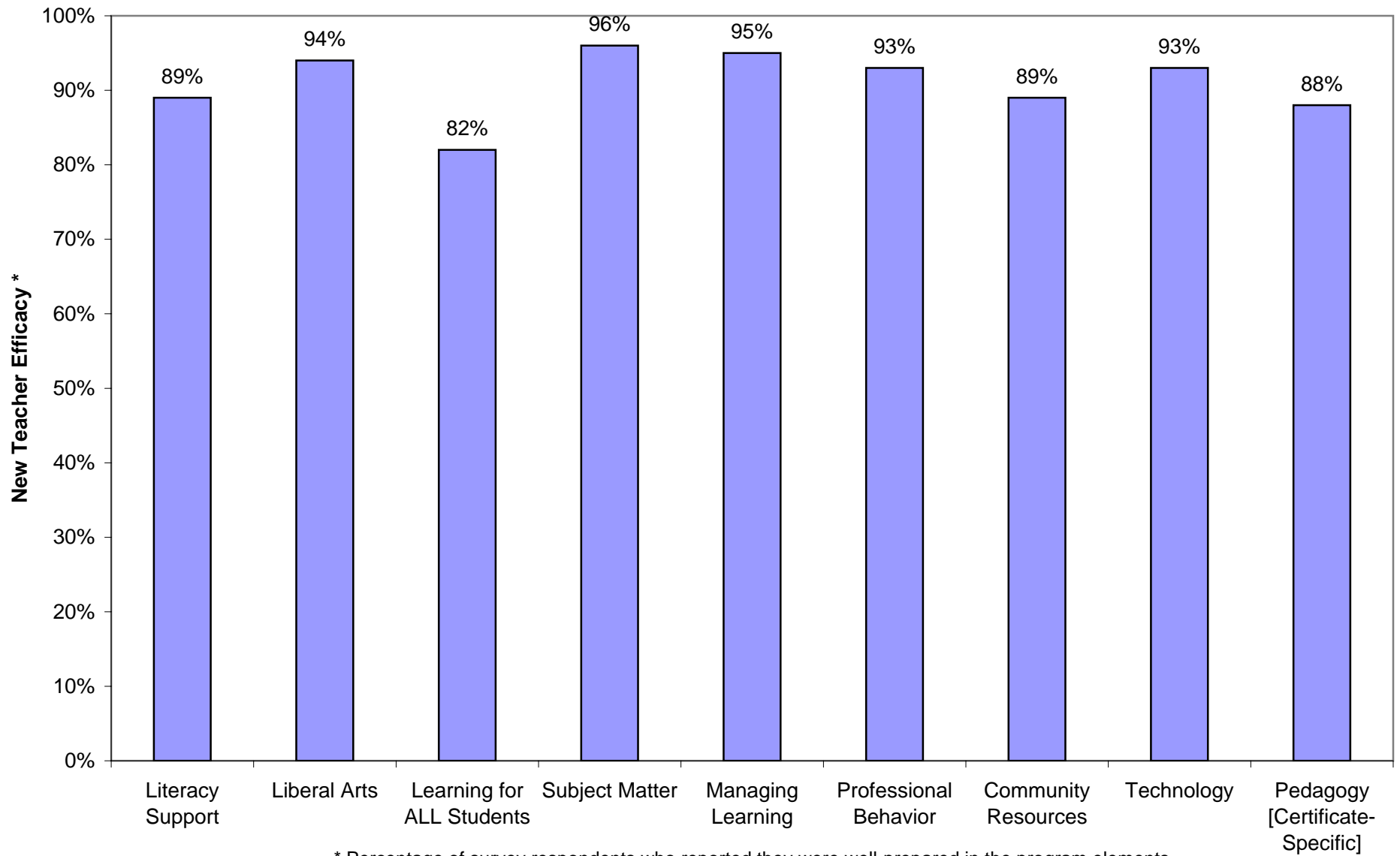


* Percentage of survey respondents who reported they were well-prepared in the program elements

Olivet College
Efficacy reported by Exiting Student Teachers
N = 34 Institution-reported survey respondents

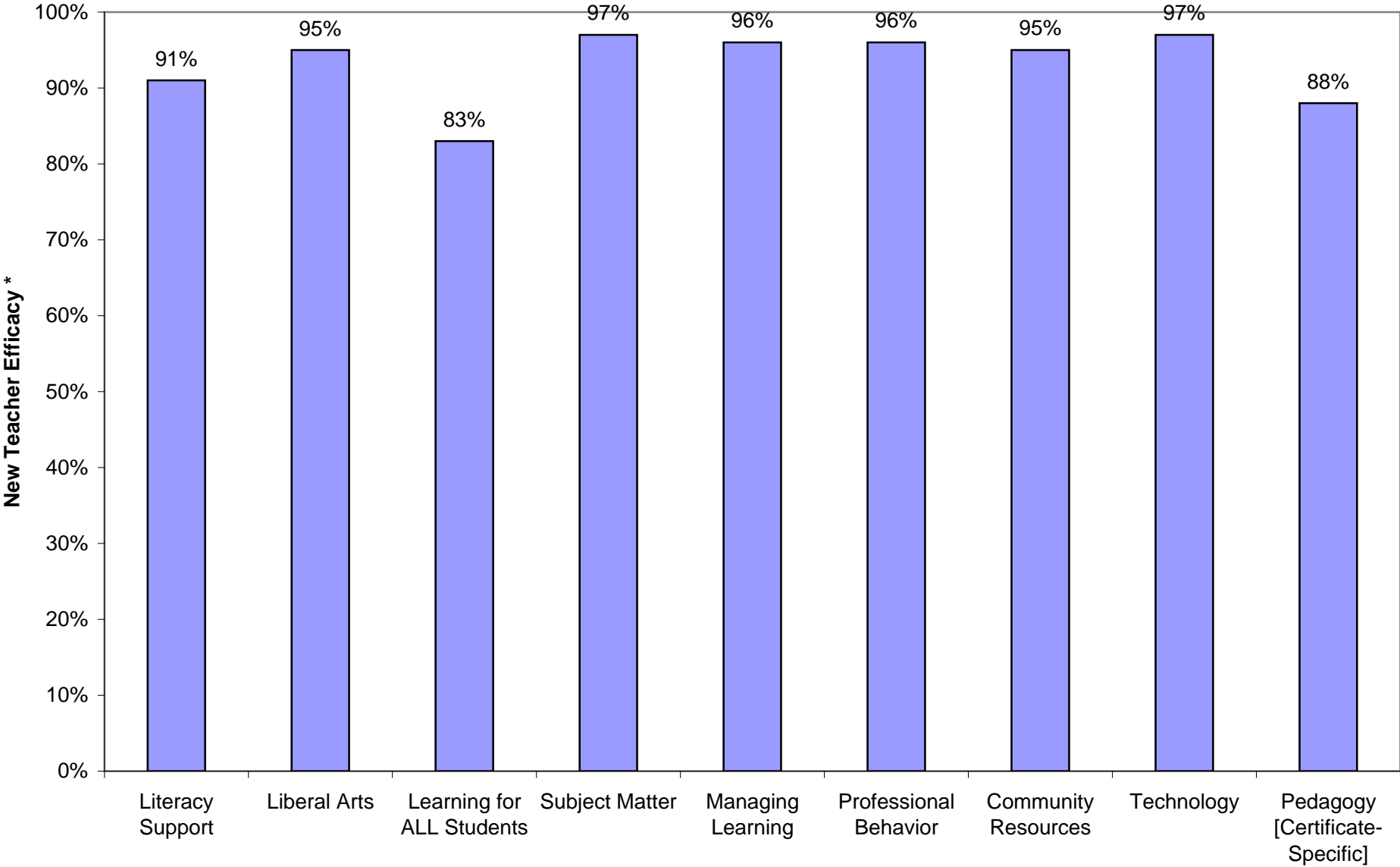


Saginaw Valley State University
Efficacy reported by Exiting Student Teachers
N = 605 Institution-reported survey respondents



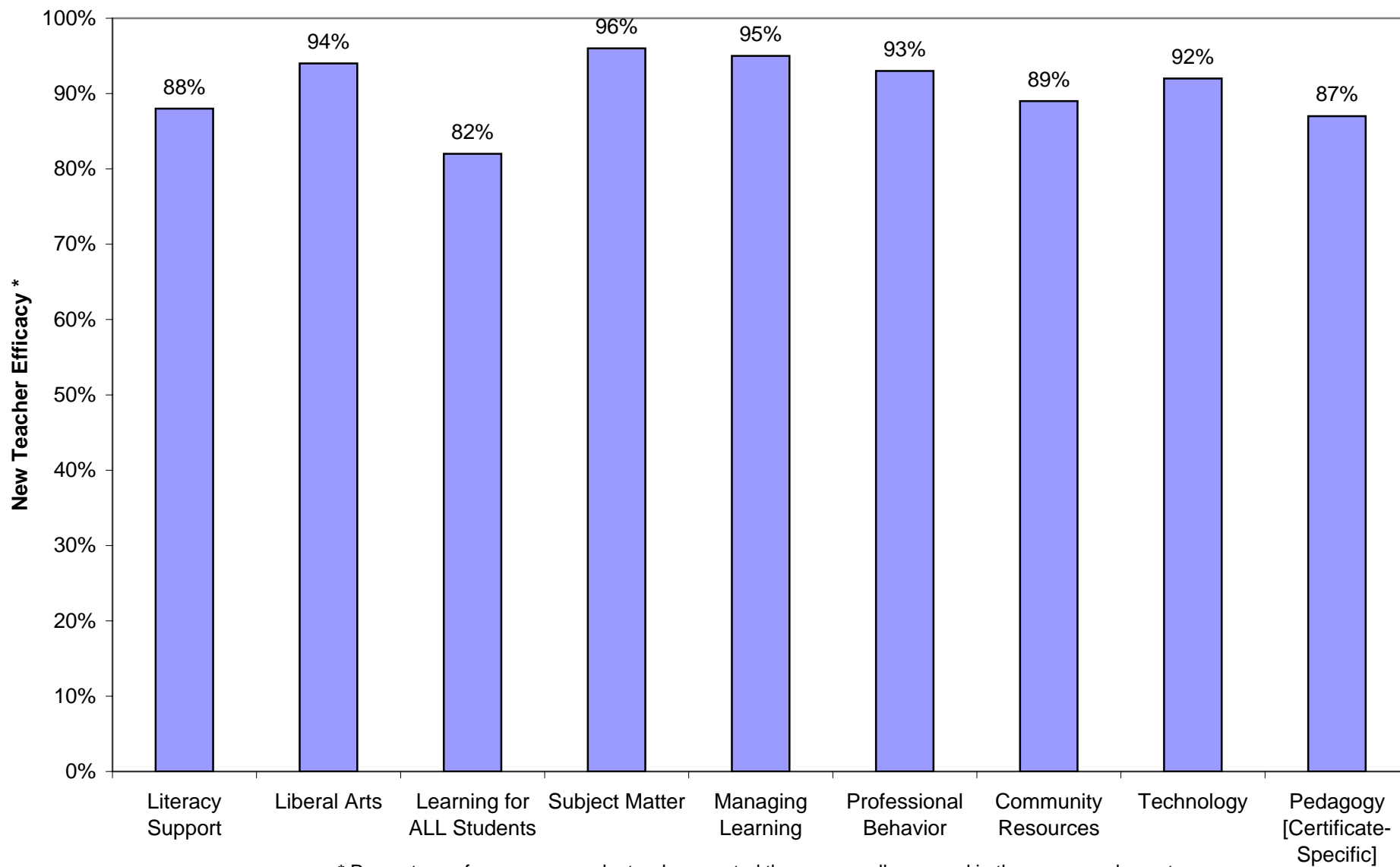
* Percentage of survey respondents who reported they were well-prepared in the program elements

Siena Heights University
Efficacy reported by Exiting Student Teachers
N = 49 Institution-reported survey respondents



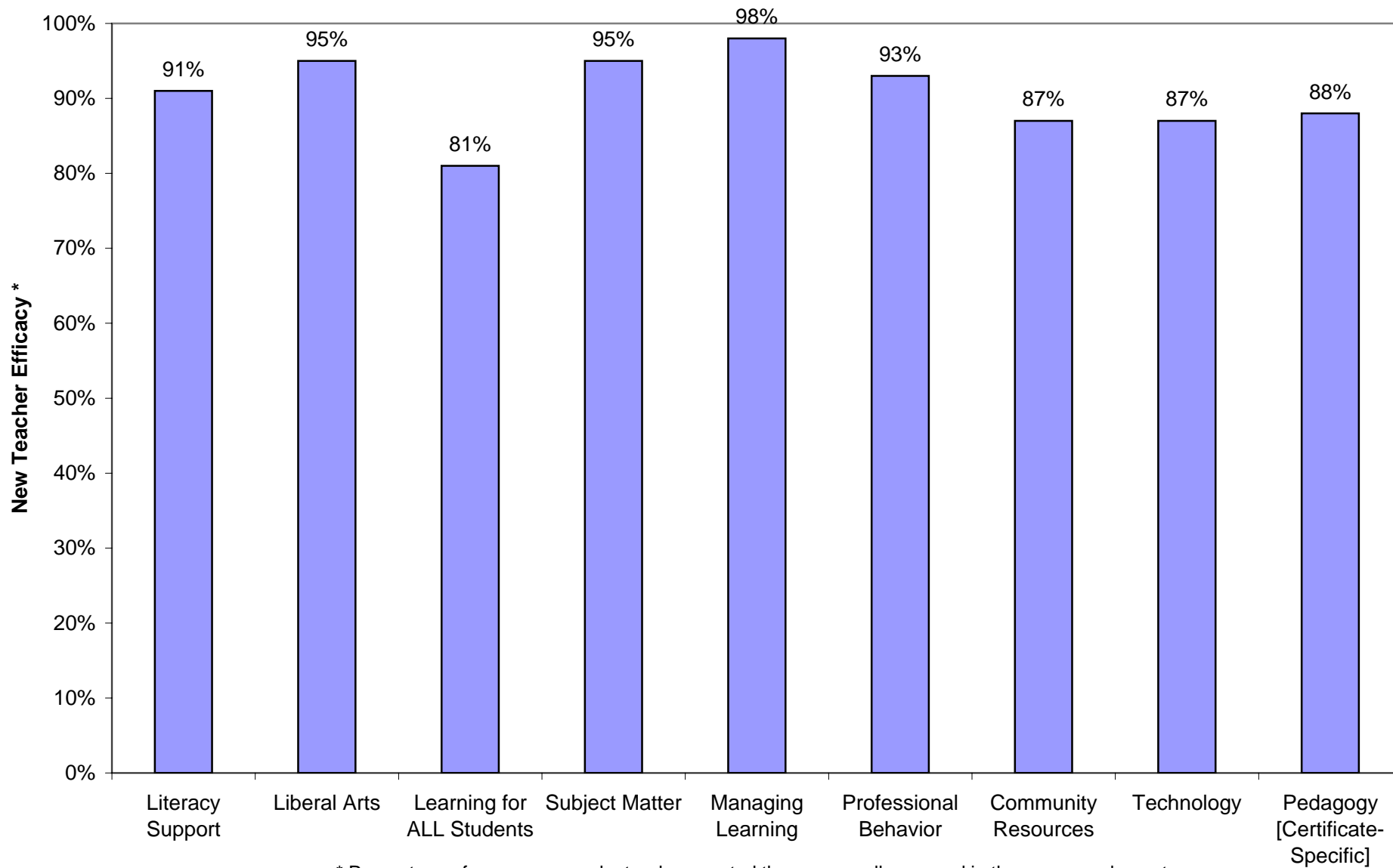
* Percentage of survey respondents who reported they were well-prepared in the program elements

Spring Arbor University
Efficacy reported by Exiting Student Teachers
N = 186 Institution-reported survey respondents



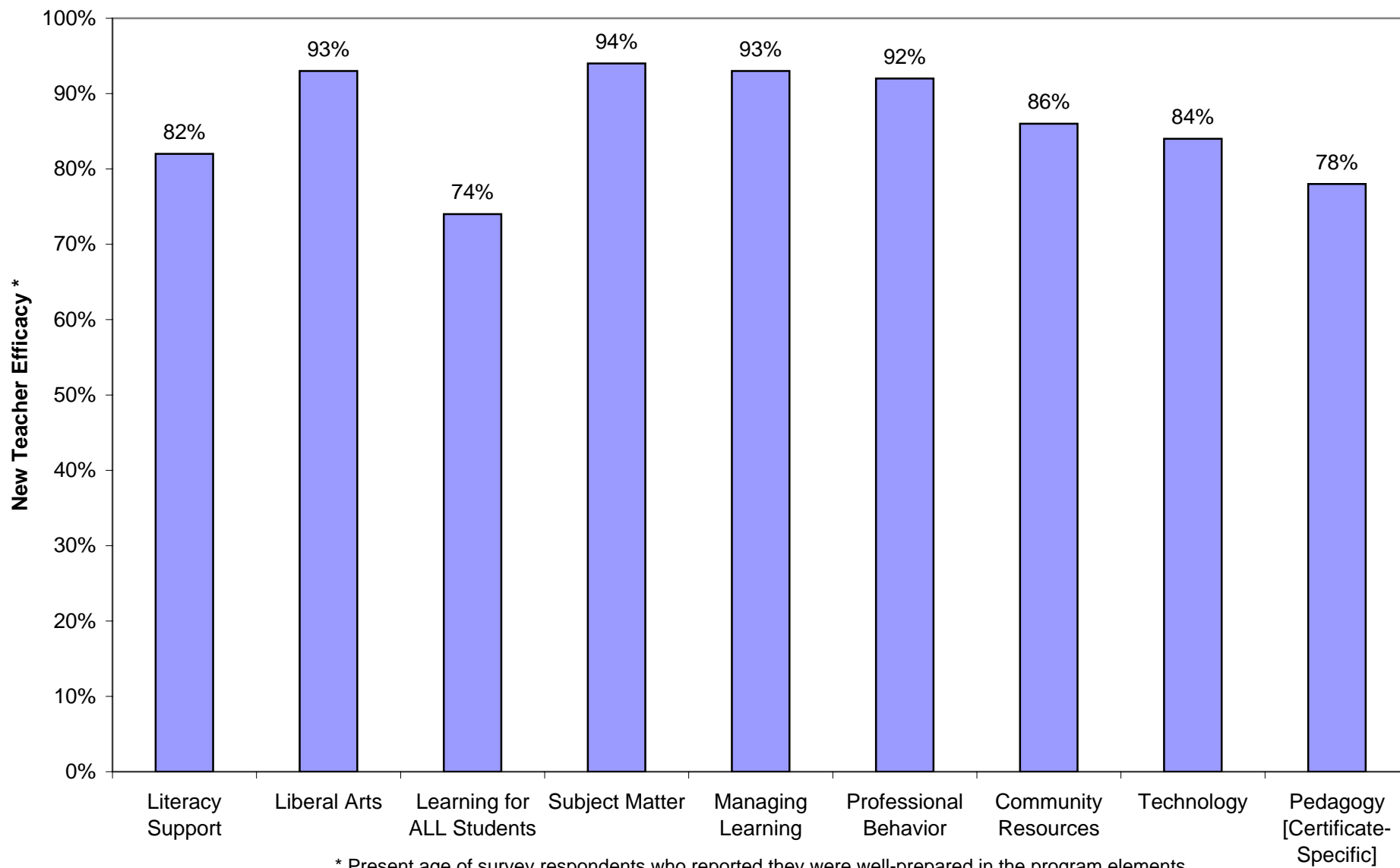
* Percentage of survey respondents who reported they were well-prepared in the program elements

University of Detroit Mercy
Efficacy reported by Exiting Student Teachers
N = 88 Institution-reported survey respondents



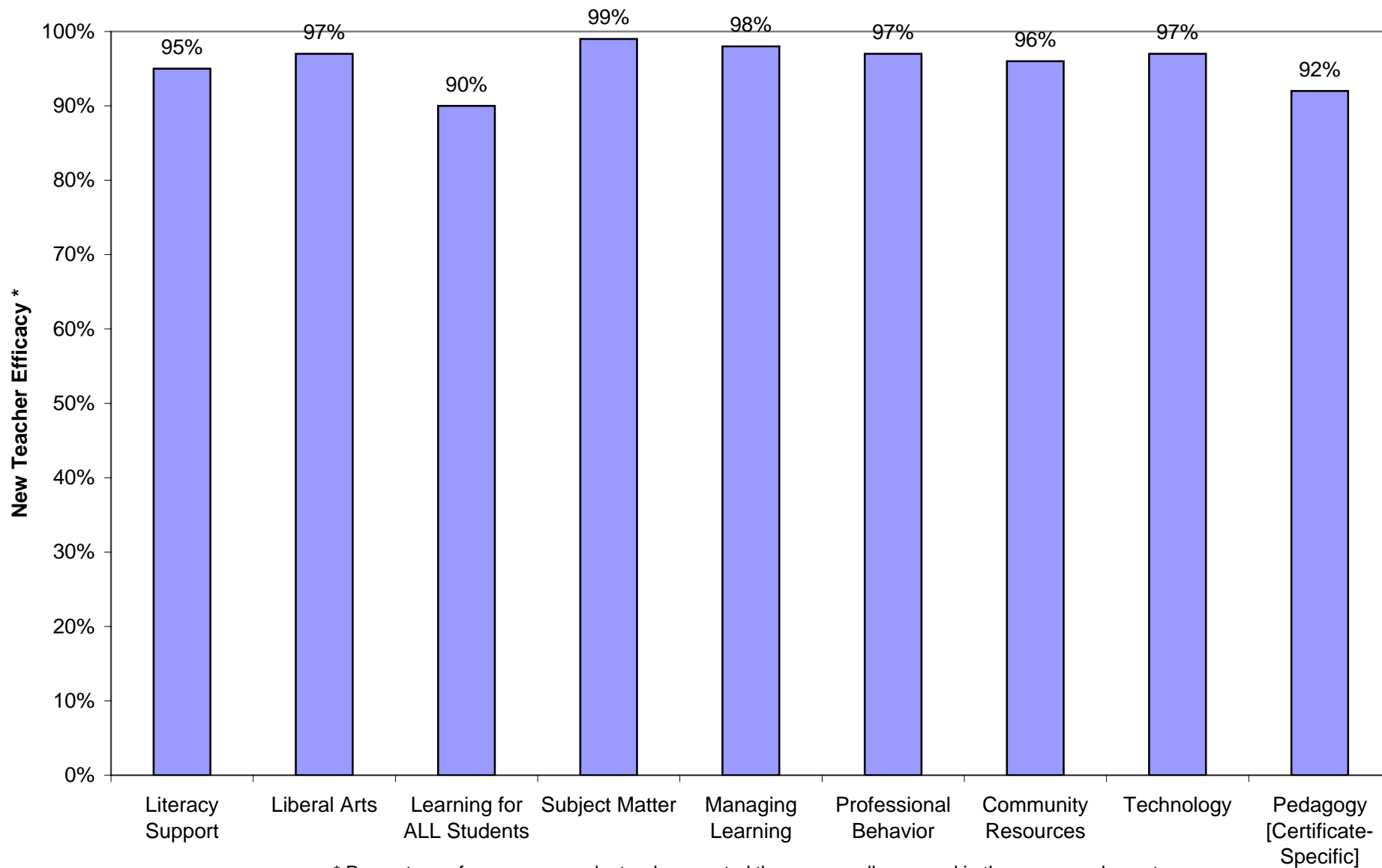
* Percentage of survey respondents who reported they were well-prepared in the program elements

University of Michigan-Ann Arbor
Efficacy reported by Exiting Student Teachers
N = 271 Institution-reported survey respondents



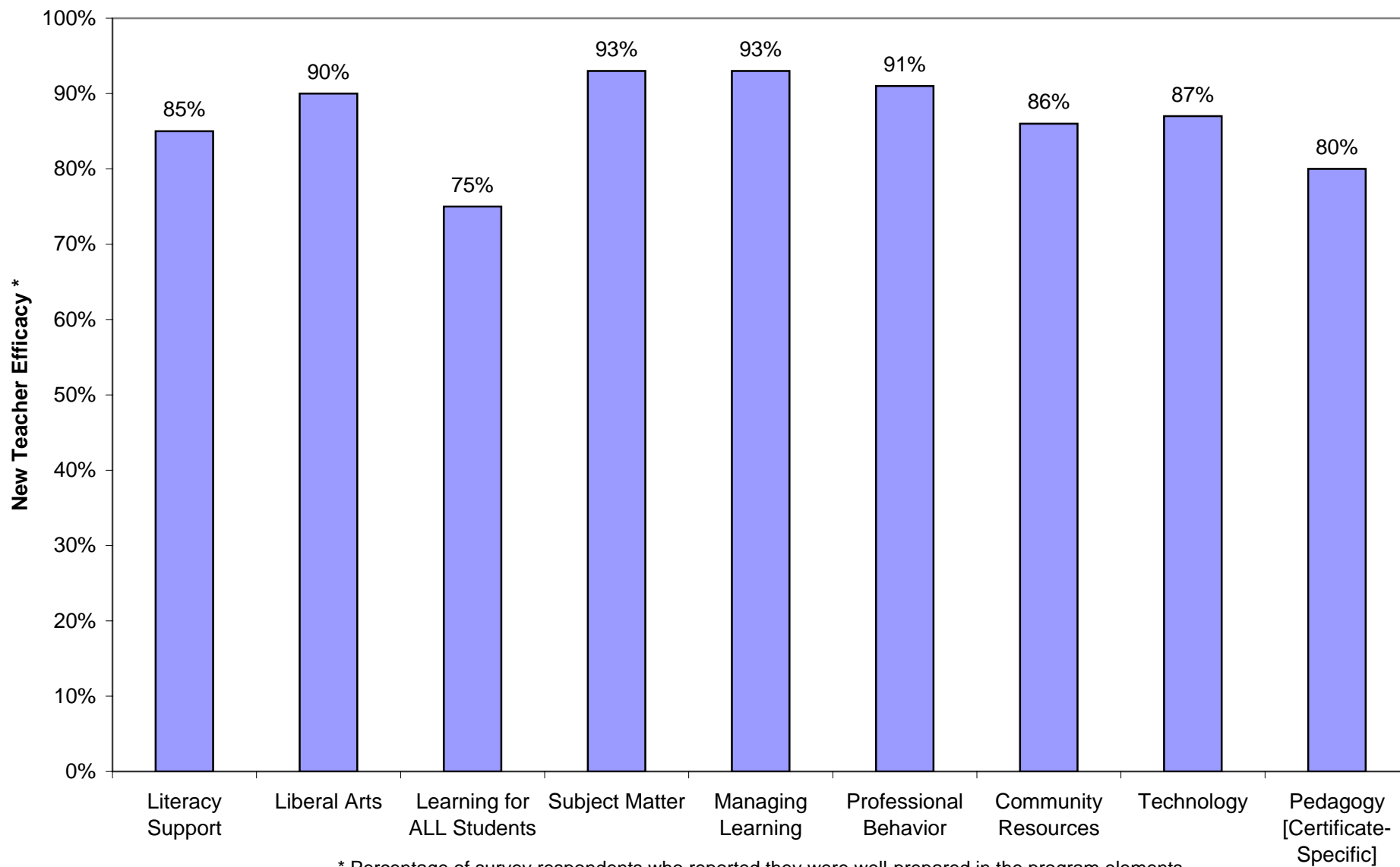
* Present age of survey respondents who reported they were well-prepared in the program elements

University of Michigan-Dearborn
Efficacy reported by Exiting Student Teachers
N = 113 Institution-reported survey respondents



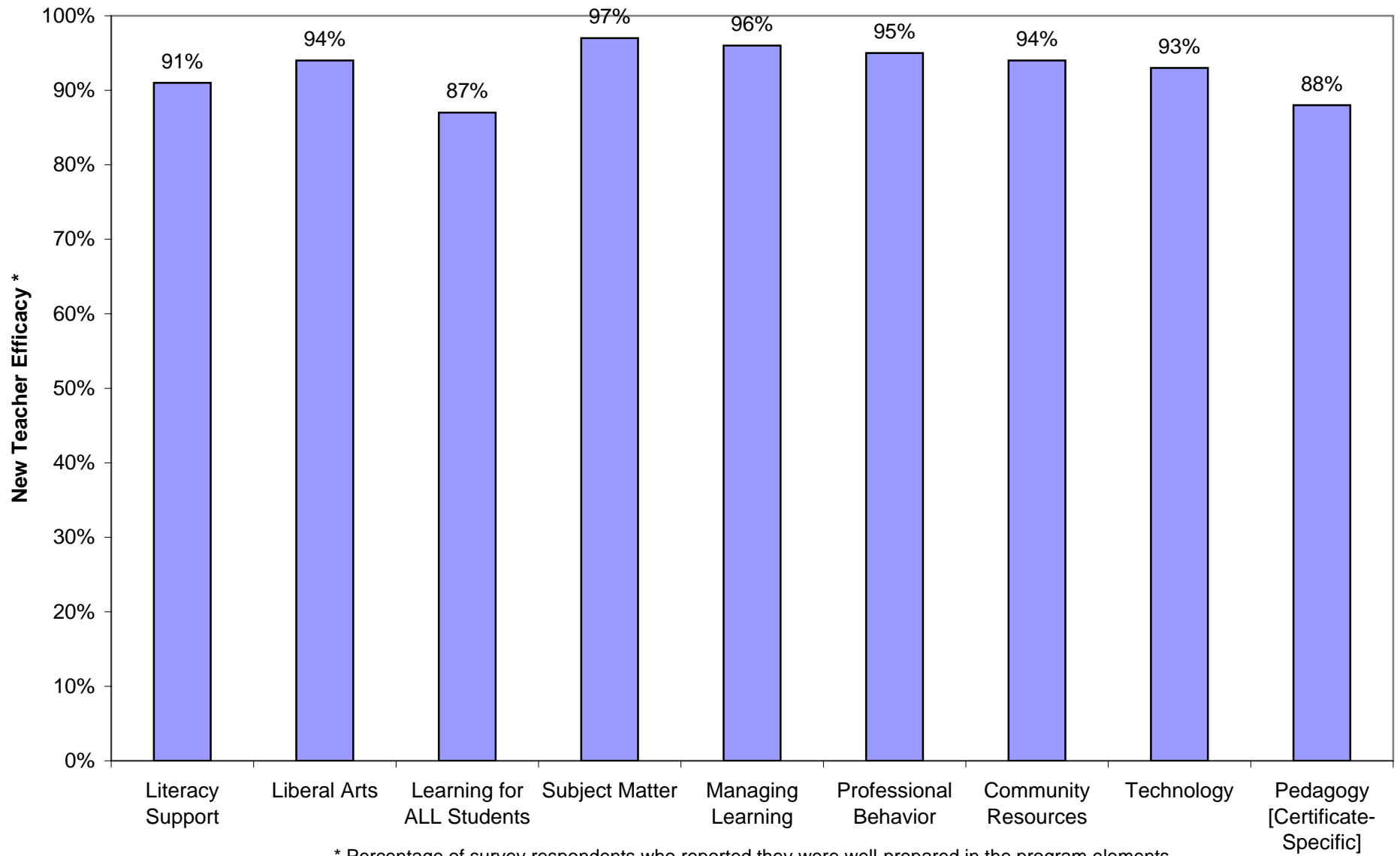
* Percentage of survey respondents who reported they were well-prepared in the program elements

University of Michigan-Flint
Efficacy reported by Exiting Student Teachers
N = 211 Institution-reported survey respondents



* Percentage of survey respondents who reported they were well-prepared in the program elements

Wayne State University
Efficacy reported by Exiting Student Teachers
N = 558 Institution-reported survey respondents



* Percentage of survey respondents who reported they were well-prepared in the program elements

Western Michigan University
Efficacy reported by Exiting Student Teachers
N = 340 Institution-reported survey respondents

